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ABSTRACT

This document presents 72 abstracts of transition, secondary, and correctional personnel preparation projects supported by the Division of Personnel Preparation of the Federal Office of Special Education Programs during the fiscal years 1989, 1990, and 1991. The transition projects are grouped into three major categories: (1) special education transition projects (including training of transition specialists, vocational transition specialists, postsecondary transition specialists, and career education transition specialists); (2) related services transition projects (including vocational rehabilitation, occupational therapy, and paraprofessional training); and (3) doctoral and post-doctoral transition projects. A table shows trends in funding of transition projects (from a high of 46 in 1987 to a low of 18 in 1991). A summary table lists the projects by type and institution. Information provided for each project usually includes: institution name and address, project director, telephone number, competition and project title, project number, grant amount, grant period, project purpose/s, and proposed activities. A listing of new projects (with grantee institutions, titles, amounts, and ending dates) are listed separately for fiscal 1989, 1990, and 1991. (DB)

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Personnel Preparation:

Transition, Secondary and Correctional Projects

Fiscal Years 1989, 1990, 1991

DEC 11 1991

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Introduction

This document presents abstracts of Transition, Secondary and Correctional Personnel Preparation Projects supported by the Division of Personnel Preparation (DPP) in fiscal years 1989, 1990, and 1991.

The types of projects which have been included have been broadly interpreted as preparing personnel for any role at the secondary level or beyond. In addition to transition projects, secondary and correctional projects have been included because of the age group served, even though they may not mention transition. Based upon the abstracts, the transition projects have been organized into three categories and these categories broken down into types of training programs. It should be recognized that the distinction between special education and related services is an artificial one in the case of projects which use an interdisciplinary model. The categories and types of training programs are:

I. Transition Projects
   - A. Special Education Transition Projects
     1. Transition Specialist
     2. Vocational Transition Specialist
     3. Post-Secondary Transition Specialist
     4. Career Education Transition Specialist
   - B. Related Services Transition Projects
     1. Related Services - General
     2. Vocational Rehabilitation
     3. Occupational Therapy
     4. Paraprofessional
   - C. Doctoral and Post-Doctoral Transition Projects

II. Secondary Special Education Projects

III. Correctional Projects

This booklet is organized into a summary table by type with the abstracts following alphabetically by state. Included in this document are 72 current projects funded by DPP in the last three fiscal years - 1989, 1990 and 1991. Most of these grants are for three years. Following the abstracts there is a list of transition, secondary and corrections projects by fiscal year for 1989, 1990 and 1991.

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Transition projects can be funded under almost all the Division's competitions -- Special Educators, Related Services, Minority Institutions, Low-Incidence, Leadership, Special Projects, and until 1990 the Transition and Rural competitions. Starting in 1991, these last two competitions were made "competitive priorities" under the other competitions which were made "absolute priorities."

Transition remains a priority within the Division and is listed as a "competitive priority" under six of the seven absolute priorities published November 7, 1991 for funding in fiscal year 1992. These are:

1. Leadership Personnel
2. Special Projects
3. Careers in Special Education
4. Related Services
5. Minority Institutions
6. Low-incidence Disabilities

The need for transition personnel preparation is further underscored by the new requirements for transition services contained in P.L. 101-476 (IDEA) Individuals with Disabilities Education Act and in Secretary Lamar Alexander's Education 2000: National Goals for Education, with its focus on preparing students for employment.

While the need for transition projects is increasing, the number of projects funded is declining. Following this introduction , a table reports the number of transition projects (including secondary and corrections) funded from 1984 through 1991. It shows the number of transition projects at a high of 46 in 1987 and at a low of 18 in 1991.

This listing of projects was compiled in the hope that readers would make use of the ideas and information to improve existing programs or to establish new ones. The project directors and I welcome feedback and the opportunity to enter into dialogue with interested readers. The staff of each project has materials and expertise to share and would like to hear of resources that others have. The booklet seeks to stimulate networking and the exchange of ideas and resources, and above all, to increase the number of applications for new programs.

NUMBER OF NEW TRANSITION PROJECTS
(INCLUDES SECONDARY AND CORRECTIONAL)
FROM 1984 TO 1991 BY DPP COMPETITIONS

YEAR

COMPETITION	84	85	86	87	88	89	90	91
SPECIAL EDUCATORS	13	14	21	16	15	12	8	12
RELATED SERVICES	2	4	4	9	5	3	3	2
MINORITY TRANSITION	9			13	6	7	11	
LOW INCIDENCE								1
LEADERSHIP	1	1	2	2	1	3		1
RURAL			3	1			1	
SEA	4	1		2	4			
SPECIAL PROJECT	3	2	5	3	1	3	3	2
	32	22	35	46	32	28	26	18

SUMMARY

Transition, Secondary and Correctional Projects by type of Project

I. Transition Personnel Projects
   A. Special Education Transition Projects (N=30)
      1. Transition Specialists

G90033	University of Arizona
B10059	California State University - Long Beach
G00008	California State University - San Bernadino
G00016	San Diego State University
B00110	University of Delaware
B00267	George Washington University
G90012	University of Florida
B00068	University of Hawaii
G90034	Southern Illinois University
B90291	Purdue University (Indiana)
B00196	University of Maryland
B90305	Simmons College (Massachusetts)
B10232	University of Massachusetts
G00020	Wayne State University
G00032	University of Minnesota
K10034	University of Minnesota
G00014	University of Southern Mississippi
B10043	University of Missouri
B10235	University of New Mexico
G90021	Long Island University
B00218	Kent State University
G00021	Portland State University
B00086	University of Oregon
G00035	University of Oregon
K90028	University of Oregon
G00038	Vanderbilt University
G00039	University of Northern Texas
B00028	University of Utah
B10206	University of Wisconsin - Madison
B90062	University of Wisconsin - Menomonie

      2. Vocational Transition Projects (N=8)

B90009	California State University - Long Beach
B10172	Colorado State University
B90074	George Washington University
F10014	University of Hawaii
G00022	University of Illinois
G00030	University of Vermont
B10187	Virginia Polytechnic Institute
K00034	University of Washington

3. Post-Secondary Transition Projects (N=2)
   D90075 University of Connecticut
   K00063 University of Wisconsin - Madison

4. Career Education Transition Projects (N=1)
   K00056 University of Missouri

B. Related Services Transition Projects
   1. Related Services - General (N=1)
      F90090 University of Hawaii

   2. Vocational Rehabilitation (N=3)
      J00063 Navajo Community College
      F00082 Louisiana State University
      F10035 Boston University

   3. Occupational Therapy Transition Projects (N=3)
      D90073 University of Southern California
      F00088 University of Southern California
      G90020 California State University

   4. Paraprofessional Transition Projects (N=7)
      * B90009 California State University - Long Beach
        F00027 University of Georgia
        F90064 Kirkwood Community College
        G90002 Eastern Montana College
      * B10235 University of New Mexico
        F90012 Linn-Benton Community College
      * K90028 University of Oregon

C. Doctoral and Post-Doctoral Transition Projects (N=6)
   1. Doctoral
      * D90073 University of Southern California
      * D90075 University of Connecticut
        D90018 Florida State University
        D10075 University of Missouri
        D10083 University of Missouri
        G90015 Kent State University

   2. Post-Doctoral Tansition Projects (N=1)
      K90030 Ohio State University

II. Secondary Special Education Projects (N=10)
   B10161 George Washington University
   B00266 George Washington University
   B90132 University of Georgia
   B90286 Southern Illinois University
   B10023 Johns Hopkins University
   B10077 Johns Hopkins University
   B90066 SUNY - Buffalo
   B90180 University of Pittsburgh

B90193 Utah State University
K10123 University of Wisconsin

III. Corrections Projects (N=5)
B90105 George Washington University
K90123 Florida State Department of Education
B10203 Florida State University
B10220 SUNY - New Paltz
B90104 Slippery Rock University

* Indicates duplicate listing

DPP

TRANSITION, SECONDARY AND CORRECTIONS

ABSTRACTS

DPP Transition Projects

Institution: Navajo Community College
Special Projects
Tsaile, Arizona 86556

Project Director: Dana Russell
Telephone Number: (602) 724-3311
Competition and Title: Rural Competition - Navajo Nation Career Ladder Rehabilitation and Special Education Project

Project Number: H029J00063
Amount: $85,068
Grant Period: 9/1/90 - 8/31/93

Navajo Community College (NCC), Navajo Vocational Rehabilitation Program (NVRP), Navajo Initiative Program, and the University of Arizona (U of A) will provide technical assistance workshops and academic course offerings to seven rural field sites throughout the Navajo Nation (reservation). The Navajo Tribe seeks to increase the quality and supply of paraprofessional and professional workers in the area of special education and vocational rehabilitation. It is the intent of this project to develop a cadre of committed, skilled, trained, and updated work force. The emphasis of this project will be on the delivery of education to rural field population at an Associate of Arts (A.A.) and Bachelors (B.A.) degree level of study.

A secondary focus of this project will be to provide technical support to seven sites scattered throughout the Navajo Nation area (New Mexico, Arizona, and Utah). Both curriculum and technical support will focus on preparation of personnel to provide services to infants and toddlers with handicaps (Early Intervention). Children, youths and parents will also be included as a part of this project.

NCC will offer developmental courses which will bridge paraprofessionals to their college studies as well as formal A.A. degree tracks. The U of A will provide distant delivery courses at the B.A. level for majors in rehabilitation and special education and provide technical assistance in the form of workshops, seminars or other activities designed to upgrade reservation-wide vocational rehabilitation and special education services. Culturally appropriate topics will also be included in these workshops to address issues and needs of its population. All of the aforementioned activities will be designed to maximize participation of a wide cross section of reservation-based paraprofessionals and professionals; thus, these individuals will be full-time workers and part-time students, In summation, the cooperative effort between the Navajo Tribe (NVRP), Navajo Community College, the University of Arizona, and the Navajo Initiative Program will ultimately result in a significant upgrade of a special education and vocational rehabilitation services provided throughout the Navajo Nation.

DPP Transition Projects

Institution: University of Arizona
College of Education
Tucson, Arizona 85721

Project Director: T. Fisher/V. Posey
Telephone Number: (602) 621-7822
Competition and Title: Transition Specialists in Training: Training Personnel for the Education of the Handicapped Special Educators

Project Number: H029G90033
Amount: $79,191
Grant Period: 9/1/89 - 8/31/93

Follow-through studies have documented the high unemployment rates and minimum wage jobs of special education high school graduates. The studies conclude with recommendations for vocational training and comprehensive transitional services before the special education students exit from high school. The studies also document the need for positive role models for minority students in our nation's schools.

This Transition Specialists in Training project proposes to add a new transition training component to the existing rehabilitation undergraduate program in the Division of Special Education and Rehabilitation at the University of Arizona. The project also proposes to recruit minority students for this undergraduate transition training program. The current rehabilitation undergraduate program focuses on provision of services to adults. The current minor in the special education program focuses on preparing teachers to remediate basic skill deficits.

This new Transition Specialists in Training program is designed to prepare trained transition specialists who will be able to develop and deliver vocational transition services to mildly handicapped high school students. The transition specialists will also be able to provide the necessary linkages with adult service agencies, community based organizations, and employers, that will meet the personal/social/communication, academic, and vocational needs of these students.

Specifically, there are four principal objectives in this proposal:

1) To increase the number of rehabilitation undergraduate majors preparing to become transition specialists from 10 the first year of the project to 20 by the fourth year of the project.

2) To increase the number of transition specialists in the training program who represent minority populations from 50% the first year of the project to 80% by the fourth year of the project.

3) To provide a comprehensive rehabilitation curriculum targeting service delivery for transition from school to work--increasing the core transition training components from one the first semester to four by the fourth semester of the Transition Training Core.

4) To measure the effectiveness of this transition curriculum delivery model, using satisfaction scales from student specialists in training and practicum site supervisors at local educational agencies.

DPP Transitional Projects

Institution: California State University
1250 Bellflower Boulevard
Long Beach, California 90840

Project Director: Leonard Albright
Telephone Number: (213) 985-5314
Competition and Title: Special Educators: Transition Services Training Program for Support Service and Vocational Education Personnel

Project Number: H029B90009
Amount: $80,000
Grant Period: 7/1/89 - 6/30/93

The goal of this 48 month project is to prepare paraprofessionals and vocational education personnel from public school and adult service agencies in providing transition services to youth and adults with handicaps. The project is in response to the critical need in California for personnel with specialized expertise in conducting comprehensive vocational training and employment services for individuals with handicaps.

The CSULB transition services training program is a preservice, undergraduate degree program. As an integral part of the bachelor's degree, students from paraprofessional and vocational educator groups pursue 18 units of coursework and practica in transition service delivery. In Phase I of the program, trainees complete a team-taught course on transitional programming for youth and adults with handicaps. In Phase II, trainees complete a series of courses which are individually determined through a program planning process with project personnel. During Phase III, trainees complete a practicum experience with handicapped students in training and employment settings. A focal point of the practicum is the use of collaborative processes in responding to the transitional service needs of individuals with handicaps.

During this second year of project operation (July 1, 1990-June 30, 1991), 20 individuals from two targeted groups will begin the training sequence. Another 20 personnel will begin their training sequence during the third year of project operation (July 1, 1991-June 30, 1992). Over a four year period, a total of 80 personnel from the targeted groups will participate in the transition services training program. Also built into the project design are plans for:

(1) a collaborative program development initiative with a cadre of community colleges to expand the availability of transitional skills training for paraprofessionals in the metropolitan Los Angeles and Orange Counties in Southern California; and

(2) articulation agreement to provide career section ladder opportunities to paraprofessionals seeking professional status.

DPP Transition Projects

Institution: California State University/Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840

Project Director: Leonard Albright
Telephone Number: (213) 985-8103
Competition and Title: Collaborative Training Program for Transition Specialists

Project Number: H029B10059
Amount: $72,279
Grant Period: 9/1/91 - 8/31/94

The goal of this project is to prepare personnel from special education, vocational education, and adult services as specialists in providing transition services to persons with disabilities. This project is in response to the need in California for personnel skilled in transition service delivery, especially within secondary special education settings, and for increased numbers of minority personnel fully qualified to provide special education and transition services.

The proposed transition specialist training program will provide an interdisciplinary three-phase sequence of graduate coursework and practica in community-based settings. In Phase I of the program, trainees from the three targeted training groups will complete an overview course on transition programming for youth with disabilities. In Phase II, trainees complete a series of four courses which are individually determined through a program planning process with project personnel. During Phase III, all trainees complete a practicum experience in which improved transition service delivery to persons with disabilities is the focal point. The use of collaborative processes in identifying and responding to the service delivery needs of youth and adults with disabilities will be emphasized within each trainee's practicum.

During the first year of operation, 15 personnel from special education, vocational education and adult services will complete the program. Sixty percent (60%) of this group will consist of secondary special education personnel and at least 40% will be members from dominant minority groups in our state (i.e. Asians, Blacks, Hispanics). Over a three year period a total 45 personnel from the targeted training groups will complete the transition specialist training program.

DPP Transition Project

Institution: California State University
550 University Parkway
San Bernadino, California 92407

Project Director: Jeff McNair
Telephone Number: (714) 880-5685
Competition and Title: Transition: The Transition Specialist Program at CSUSB - Preparation of Personnel for Transition of Handicapped Youth to Adult and Working Life

Project Number: H029G00008
Amount: $81,035
Grant Period: 9/1/90 - 8/31/93

The Transition Specialist Program will use a training model which blends the separate individual strategies. First, our program will be competency based. Work has been completed relative to the identification of competencies needed by specialists in transition. The Transition Specialist Program will continue to use generic competencies identified in the literature and build upon them by providing expertise in issues specific to our region of the country. Graduates (15 per year) will therefore have the generic training needed to provide transition services to a national audience, while being particularly suited to address the somewhat unique needs of our service area.

Secondly, we will continue to provide a theoretical perspective on transition models and their development, while providing practical experience in a subset of those models. In this way, students are able to put experiential meat on the supportive bone of transition theory. Lastly, the Transition Specialist Program will attack the problem of interagency collaboration head on. It is tragic when agencies claiming to serve individuals with disabilities instead frustrate them with bureaucracy. By taking students studying in the two disciplines (Special Education and Rehabilitation) and training them together, we hope to break down the barriers to interdisciplinary coordination. This training will take the form of classes offered jointly for students in rehabilitation and in special education. Additionally, a cross disciplinary practica experience will be required of each student. Specifically, students in special education will have a mandatory practica in a rehabilitation setting and rehabilitation students will have a practica in a secondary special education setting. As a result, not only will students have studied and interacted with students in the other discipline in classes, they will also have had the opportunity to "walk a mile in the shoes" of an individual from the other discipline.

DPP Transition Project

Institution: San Diego State University
San Diego, Ca 92182-1900

Project Director: Pat Patton
Telephone Number: (619) 594-2462
Competition and Title: Transition: Supported Employment and Transition Specialist Certificate Program

Project Number: H029G00016
Amount: $74,774
Grant Period: 8/1/90 - 7/31/93

This proposal requests funds to provide support for San Diego State University's Supported Employment and Transition Specialist (SETS) Graduate Certificate Program. The current program is designed to provide a scope and sequence of coursework concentrating on the vocational preparation, integrated placement and support needs of youth and adults with handicaps. Certificate program coursework is designed to augment the credential and/or master's programs of University graduate students from Special Education, Vocational Rehabilitation, School Psychology, School Counseling, Rehabilitation Engineering, Social Work and other related fields. Students can select certain Certificate Coursework to fulfill specialist program elective requirements of they can officially enter the 21-unit Certificate Program and receive a Certificate of Competence in Supported Employment and Transition from the Graduate School.

The need for professionals to have specialized training in this area is documented. The need for resources to help recruit and maintain students in this program is also documented. Finally, the need to update the instructional approaches used to develop trainee competencies is documented. A systematic approach to responsibly address each of these needs is described. Finally, a plan of action which delineates the personnel, roles, responsibilities and organizational scheme to ensure the effective operation of the project is provided.

In sum, funds are requested in order to help maintain and enhance a preservice training program which is both needed and respected throughout the greater San Diego area. The project co-directors feel they have demonstrated their ability to operate an effective program as well as manage and coordinate the resources being requested. Most importantly, the offerors believe this proposal, if funded, will produce a cadre of professionals who will positively impact the employment options for youth and adults with handicaps, as well as enhance the quality of their lives.

DPP Transition Projects

Institution: University of Southern California
1975 Zonal Avenue/KAMB-34
Los Angeles, California 90033

Project Director: Florence Clark
Telephone Number: (213) 342-2850
Competition and Title: Occupational Therapy Doctoral Leadership Training in School-Based Transition Programming

Project Number: H029D90073
Amount: $73,496
Grant Period: 7/1/89 - 6/30/92

As a response to federal and state priorities, the University of Southern California Department of Occupational Therapy seeks the establishment of a 3-year grant program designed to promote the development of high school-based transition programming for students with disabilities by providing relevant training for doctoral level scholars who will become future leaders within the occupational therapy profession. Through participation in proseminars and ongoing research and publication efforts, future Ph.D. level occupational therapy faculty members will gain expertise in the theory and practice surrounding transition from adolescent to adult roles. The grant program's trainees, by virtue of their future status as leaders in the profession, will teach concepts of effective transition to occupational therapists on a nationwide basis. The therapists will in turn develop school-based transition programs around the country. In addition to instructing service providers, the trainees will be prepared as scientist-researchers who are equipped to generate needed theory and research on issues pertaining to the transition from adolescent to adult roles.

The enactment of the proposed grant program will importantly fufill the federal and state priority of implementing transition programs for students with disabilities. Additionally, the critical shortage of occupational therapy personnel in the high school setting will be reduced as a result of the large number of occupational therapists who will be influenced by the program's trainees.

The proposed program will feature an ongoing proseminar and coordinated research effort. Anticipated results include the development of theory, the publication of scholarly research articles, and the generation of a monograph containing the collection of empirical and theoretical papers that result from the training program.

Thus, in addition to serving a training function, the proposed grant program is expected to benefit school-based transition programming by increasing the knowledge base which supports such practice.

DPP Transition Project

Institution: University of Southern California
1975 Zonal Avenue, KAM B-34
Los Angeles, California 90033

Project Director: Florence Clark
Telephone Number: (213) 342-2850
Competition and Title: Related Services: Junior and Senior High Transition Program Provision Training for Occupational Therapists

Project Number: H029F00088
Amount: $83,250
Grant Period: 9/1/90 - 8/31/93

In response to federal, state, and local priorities, the University of Southern California Department of Occupational Therapy seeks funding for a three year grant program designed to train occupational therapy students to develop and implement transition services for high school and junior high school students with severe disabilities. The proposed program will build upon the USC Occupational Therapy Department's previous successful transition programming models at Savanna High School and Hope Special Education Center (both within the Anaheim Union School District) by establishing a novel transitional curriculum within a mainstreamed junior high school setting (Dale Junior High School). A total of 12 preservice Master's level occupational therapists will receive training over the three year period. The training component will feature a fourfold focus:

(a) consultation and planning of a continuum of services;

(b) provision of services in junior high school;

(c) utilization of the least restrictive environment.

The enactment of the proposed program will importantly fulfill federal and state priorities of implementing transition programs for students with disabilities, including increased intervention prior to entrance into senior high school. Further, a critical shortage of occupational therapy personnel in post-elementary school settings will be reduced as a result of the proposed training effort. Within the proposed project, all trainees will be preservice Master's level occupational therapy students.

DPP Transition Project

Institution: Colorado State University
Office of Sponsored Programs
Fort Collins, Colorado 80532

Project Director: Karen Spencer
Telephone Number: (303) 491-6355
Competition and Title: Transition: An integrated approach to personnel preparation for Transition

Project Number: H029G90020
Amount: $83,028
Grant Period: 9/1/89 - 8/31/93

An integrated approach to personnel preparation for transition proposes to prepare a total of 14 occupational therapists at the master's degree level to assume roles as effective transition team members for youth with severe disabilities. Eleven students will complete their training by the fourth year of the federal project, and three will finish after federal funds end. Youth with severe disabilities at secondary and postsecondary levels will be the focus of training activities. The proposed project will be undertaken by Colorado State University's Department of Occupational Therapy, which has an established track record in the areas of graduate education and transition.

Since the initiation of Public Law 94-142, students with severe disabilities have been part of public school systems and they are beginning to graduate, drop out, or age out at significant rates. Following their public school careers, the vast majority of students with severe disabilities can anticipate excessive unemployment, underemployment, and dependency on public entitlement programs. The need for effective transition services that address the complex and unique needs of students with severe disabilities is the focus of this proposal.

Occupational therapists employed in educational settings are increasingly being asked to serve older students who are making the transition from school to productive adult roles. Occupational therapy has historically emphasized services for preschool and elementary students. Colorado State University's occupational therapy curriculum is responding to the needs of youth and young adults with severe disabilities through this proposed preservice effort.

Participating occupational therapy students will be selected from a nationwide pool of highly qualified applicants. They will receive financial support to complete their two full years of study, which includes tuition and graduate assistantships.

Financial support will allow students to make a commitment to graduate-level education with dual emphases in occupational therapy and transition. Graduates from the program will meet the certification requirements established by the American Occupational Therapy Association and the Colorado Department of Education. They will, therefore, be eligible for public school employment as occupational therapists.

Four major project objectives have been identified:

1) Integrate transition-related competencies and content into the professional master's degree program for occupational therapy students.

2) Prepare 14 occupational therapists at the master's degree level to assume roles as effective transition team members serving individuals with severe disabilities.

3) Administer, evaluate, and disseminate the program in an effective and efficient manner.

4) Establish an ongoing curricular emphasis in the area of transition at Colorado State University for occupational therapy students at the professional master's degree level.

DPP Transition Projects

Institution: Colorado State University

Fort Collins, Colorado 80523

Project Director: Dr. Nancy Hartley
Telephone Number: (303) 491-1124
Competition and Title: Preparation of Transition Specialists Serving Disabled Students in Vocational Education

Project Number: H029B10172
Amount: $92,931
Grant Period: 10/1/91 - 9/30/94

This program proposes to prepare a total of twenty-five students at the master's level to assume roles as transition specialists for youth with disabilities within vocational education.

The following project objectives have been identified:

1. Integrate transition-related competencies and content into the vocational education master's degree program for individuals to become transition specialists.

2. Prepare 25 students at the master's degree level to assume roles as transition specialists within vocational education settings serving students with disabilities.

3. Establish an ongoing curricular emphasis in the area of transition at Colorado State University within the Vocational Special Populations emphasis area at the master's degree level.

4. Establish and monitor evaluation plan.

Almost twenty years have elapsed since the passage of P.L. 94-142, and youth with disabilities are now beginning to graduate, drop out, or age out of school. Most of these students face uncertain futures and can anticipate excessive unemployment, underemployment, and dependency on public entitlement programs. The need for effective transition services that address the complex and unique needs of students with disabilities within vocational training programs is the focus of this proposal.

Related service personnel are increasingly being asked to serve students who are making the transition from school to productive life roles. The Vocational Special Populations emphasis within the Vocational Education master's degree currently serves individuals from a variety of backgrounds who are interested in the career/vocational training of special populations at the secondary and post-secondary levels.

Special Populations faculty are responding to the changing emphasis and concern that special populations have full access to vocational education and be provided transitional services through this proposed pre-service effort.

Students will be selected from a nationwide pool of highly qualified applicants. They will receive financial support to complete their program of study. Financial support will allow students to make a commitment to graduate-level education with dual emphasis in special populations and transition. Graduates from the program will meet certification requirements established by the Colorado Community College and Occupational Education System. They will be eligible for employment in secondary work study programs and support service programs within vocational education and supported employment settings.

DPP Transition Project

Institution: University of Connecticut
Box U-64, 249 Glenbrook Road
Storrs, Connecticut 06269

Project Director: Stan Shaw
Telephone Number: (203) 486-0208
Competition and Title: Leadership: A Doctoral Program to prepare personnel for Learning Disabilities Programs at the Postsecondary Level

Project Number: H029D90075
Amount: $89,177
Grant Period: 8/1/89 - 7/31/92

Increasing numbers of students with learning disabilities have received support services to help them in their high school careers. These students are putting demands on institutions of higher education to meet the mandates of Section 504 of the Rehabilitation Act by providing services to remediate or compensate for their disabilities. This project is intended to provide prepared leadership personnel who can develop, implement, and evaluate postsecondary learning disability programs. They will be able to meet the growing demand for positions as L.D. college coordinators/directors while also having skills to concomitantly be employed as college faculty, student services staff (e.g. counseling, disabled student services), or researchers. Twenty-five doctoral students will be prepared each year.

MAJOR GOALS:

1. To implement a model doctoral training program for postsecondary L.D. leadership personnel.

2. To prepare leadership personnel for postsecondary L.D. programs who are skilled in diagnosis of, instruction, social development, and program planning for L.D. adults and also to do consultation, training, research, program management, budgeting, and coordination in a higher education environment.

DPP Transition Project

Institution: University of Delaware
Newark, Delaware 18716

Project Director: Ralph Ferretti
Telephone Number: (302) 451-1644
Competition and Title: Special Educators: Transitional and Vocational Studies in Special Education

Project Number: H029B00110
Amount: $74,900
Grant Period: 7/1/90 - 6/30/93

The nation's youth with disabilities face uncertain prospects after leaving secondary school. This finding has served as an impetus for calls to provide transitional and vocational services depend upon the availability of teachers with the cross disciplinary competencies that are appropriate for secondary-level youth with disabilities. Unfortunately, there is a pressing need in Delaware and the nation for teachers with cross-disciplinary secondary special education competencies.

This project proposes to improve the quality of Master's level transitional and vocational program specifications at the University of Delaware. The principal goals of the proposed project are to:

(1) train 20 teachers who will graduate from the Master's level program specializations in transitional and vocational studies,

(2) train an additional 80 teachers who seek specific competencies afforded by particular program experiences, and

(3) continue to monitor the project's impact on state personnel needs, program participants' expertise and satisfaction, and the vocational outcomes for youth with disabilities served by program participants.

DPP Transition Project

Institution: George Washington University
2121 Eye Street, N.W., 6th Floor
Washington, D.C. 20852

Project Director: Carrie Rothenbacher
Telephone Number: (202) 994-1530
Competition and Title: Special Educators: Career Transition Assessment Specialist

Project Number: H029B90074
Amount: $81,622
Grant Period: 9/15/89 - 8/14/92

The George Washington University (GWU has been instrumental in defining the role of school based vocational assessment specialists and in pioneering one of the few graduate programs to train personnel in appraising career and vocational secondary youth with disabilities. The GWU proposes the CAREER TRANSITION ASSESSMENT SPECIALIST (CTAS) program emphasis which expands and builds upon this expertise and responds to the changing needs of schools and community agencies. This program addresses the documented shortages of professionals with training in transitional career assessment, curriculum-based vocational assessment, and collaboration skills in working within multidisciplinary teams in planning and placement. The Geoge Washington Unviersity is uniquely qualified to offer this program becue of its leadership role in the development of the definitive text on Curriculum Based Vocational Assessment and its innovative graduate coursework in the application of this methodology.

Nine graduate students will participate in the CTAS leadership emphasis leading to either a 39 credit hour Master's or 33 credit hour Educational Specialist degree. This program is designed to insure that graduates develop competencies in utilizing appraisal methods and strategies within an interdisciplinary team setting to assist students and adults with handicaps. To achieve this goal, coursework and practical experiences will enable graduates to plan and administer vocational assessment strategies to determine vocational interests, abilities, learning styles, skills and limitations. In addition, graduates will acquire the skills necessary to utilize assessment results along with their knowledge of career and vocational education to recommend and develop appropriate Individualized Vocational and Transitional Plans.

Program graduates will develop expertise in coordinating and consulting with special and vocational educators and related personnel in transitional programming at both the schools and community level.

The CTAS training will also emphasize service collaboration in program planning, linking, monitoring and evaluating student and client transitional placement and success. A minimum of thirty-three (33) percent of the coursework is field-based to insure that theory translates into actual practice.

By using curriculum-based vocational assessment as the core of the training program, special educators can insure that all students with disabilities including those with the most severe conditions, can participate in appropriate services. Through developing Career/Transition Assessment Specialists able to identify, plan and implement needed services for populations with handicaps, these youth and young adults will be given better opportunities to maximize their potential and become independent members of society.

DPP Transition Project

Institution: George Washington University
2121 Eye Street, N.W., 6th Floor
Washington, D.C. 20852

Project Director: Arline Halper
Telephone Number: (202) 994-1537
Competition and Title: Special Educators:

Project Number: H029B90105
Amount: $83,645
Grant Period: 8/15/89 - 9/14/92

In the past decade, research has consistently identified abnormally high incidences of handicapping conditions among juvenile offenders. A disproportionate percentage of youth with handicapping conditions, ranging from 23% to 42%, have been identified in the juvenile correctional population, as compared with 10.6% in the general population. A great deal of recent research demonstrates a link between juvenile delinquency and learning disabilities. As mandated by Public Law 94-142, special education services must be provided to all handicapped youth, yet recent attention has been called to the fact that many correctional educators do not have adequate special education training. This lack of skills training in specialized instruction, diagnosis, and prescription results in ineffective educational service delivery. Lack of aftercare support services for the delinquent, as well as the breakdown in communication between the public school system and correctional education facilities, present further educational problems for the handicapped juvenile offender.

The Department of Teacher Preparation and Special Education at the George Washington University has developed the Adjudicated Youth/Special Education Program to meet the above stated needs. The program makes available to individuals with backgrounds in special education, juvenile justice, psychology, sociology, or vocational education, a course of study which provides a sound knowledge base related to both special education programming and juvenile justice. This 42 hour Master's level sequence utilizes an interdisciplinary approach, incorporating special education skills training with course work in law and criminology, forensic science, and psychology. Required internships are experienced in settings such as juvenile and adult correctional facilities, court system diagnostic units, local, state and federal agencies, and advocacy organizations.

The program prepares professionals to work with handicapped, adjudicated youth in the following roles: special education diagnostician, correctional/special education classroom teacher, liaison/coordinator of transitional services between juvenile corrections and the public shcools, and advocate for vocational and special education services.

DPP Transition Project

Institution: George Washington University
2121 Eye Street, N.W., 6th Floor
Washington, D.C. 20852

Project Director: Juliana Taymans
Telephone Number: (202) 994-6170
Competition and Title: Special Educators: Preparation of Teachers to Work in Learning Disabilities/Secondary Special Education

Project Number: H029B00266
Amount: $73,794
Grant Period: 7/1/90 - 6/30/93

The George Washington University (GWU), Department of Teacher Preparation and Special Education, is requesting funds to continue a graduate training emphasis in secondary learning disabilities. Current literature strongly supports the need for improved special education programming for learning disabled (LD) adolescents and also indicates lack of trained personnel with specialized skills in educating learning disabled youth. Grant funds are requested to refine, implement and evaluate training experiences that would lead to a masters degree that would prepare well-qualified professionals to deliver special education services on the secondary level.

The goal of the program in Learning Disabilities/Secondary Special Education is to provide comprehensive graduate teacher training which prepares secondary special education teachers with skills and qualifications specific to the educational needs of LD adolescents. The objectives of this training project are to:

1. To prepare secondary special education personnel with direct instruction and assessment skills to meet the changing demands of the school curriculum.

2. To prepare secondary special education personnel to work with regular education personnel through systematic collaborative experiences throughout their graduate courses.

3. To prepare secondary special education personnel to facilitate transition from school to a variety of post school environments for youth with LD.

4. To incorporate the latest findings on effective teacher preparation practices into project course work.

DPP Transition Project

Institution: George Washington University
2121 Eye Street, N.W., 6th Floor
Washington, D.C. 20852

Project Director: Juliana Taymans
Telephone Number: (202) 994-6170
Competition and Title: Special Educators: Transition from School to Work with an Emphasis on Business Ed Partnerships

Project Number: H029B00267
Amount: $79,851
Grant Period: 6/1/90 - 5/31/93

The George Washington University's Graduate Program in Transitional Special Education addresses the need for qualified secondary special education personnel to prepare handicapped students for successful community integration. Grant funds are being requested to support, refine and expand the transition from School to Work emphasis within the Transitional Special Education program.

There is a lack of trained personnel with specialized skills in career and vocational special education who can design and deliver high school programs which adequately prepare handicapped students for transition to employment and independent living. The goal of the Transition of Handicapped Youth with an Emphasis on Business and Industry Coordination project is to prepare secondary educators with skills to develop BUSINESS/INDUSTRY - EDUCATION partnerships which will promote handicapped youth's preparation for employment.

This specialized degree program emphasis prepares students for three types of roles in secondary special education. They are:

Secondary Special Education Teacher who can provide resource or self-contained special education services.

Vocational/Special Education Specialist who can provide specialized services in the form of vocational training, vocational support services, career education programs, work/study of job development programs.

Transition Program Specialist/Liaison who can develop system-wide or agency programs. Roles would include teacher specialist, curriculum specialist, federal, state, or local education administrator or community-based transitional program developer.

The Transition Business and Industry Coordination emphasis represents a unique and specialized graduate training opportunity. Students will be prepared to focus their programs on partnerships with business and industry. Additionally, a multitude of federal, state, and local resources are incorporated in the program's training and placement efforts. Requested funds will be utilized to prepare secondary special education personnel who will possess competencies to prepare handicapped students with the skills needed for productive and satisfying adulthood through partnerships between business/industry and education.

The RPCV's will move through the two-year part-time program as a cohort. RPCV's gaining certification in special education will share coursework with RPCV's gaining certification in secondary education.

* GWU faculty are in the process of contacting business, professional and non-profit organizations to participate in the program. Area organizations will develop partnerships with RPCV's to assist them in developing special education instruction that prepares adolescents for work and post secondary education.

DPP Transition Projects

Institution: George Washington University
2121 Eye Street, N.W. 6th Floor
Washington, D.C. 20052

Project Director: Lynda West
Telephone Number: (202) 994-6170
Competition and Title: The George Washington University Partnership Program for Returned Peace Corps Volunteers

Project Number: H029B10161
Amount: $83,125
Grant Period: 9/1/91 - 8/31/94

The George Washington University's Department of Teacher Preparation and Special Education is developing a new masters degree option for Returning Peace Corps volunteers (RPCV's). The purpose of the program is twofold: (1) the program will recruit RPCV's with liberal arts degrees who taught in the Peace Corps to work in metropolitan D.C. in secondary schools serving a high percentage of at-risk youth; and (2) the program will offer masters degrees leading to teacher certification to the RPCV's enrolled in the program. The purpose of this proposal is to obtain federal support for RPCV's pursuing certification in special education.

The design of the program is based on a number of partnerships.

* The University and U.S. Peace Corps Office are working together to develop this specialized program. The Peace Corps is promoting teacher certification programs for RPCV's and has signed an official agreement with GWU to develop such a program in the Washington Metropolitan area. Peace Corps is advertising the program and is working with GWU's Development Office to secure private and corporate funding for the program.

* The University has agreements with three locall school systems to hire RPCV's who enter the GWU Partnership program. The RPCV's will be hired as teachers in these systems and will be placed in schools with high percentages of students at-risk for dropping out.

* The faculty in transitional special education and secondary education at GWU have collaborated to develop an interdisciplinary preparation program. The focus of this program is teacher preparation to work with urban youth at-risk for school failure.

DPP Transition Project

Institution: University Of Washington
Experimental Education Unit, WJ-10
Seattle, Washington 98195

Project Director: James Affleck
Telephone Number: (206) 543-4011
Competition and Title: Special Projects: Using Interactive Video to Prepare Preservice and Inservice Teachers to Accommodate Students with Disabilities in Vocational Education

Project Number: H029K00034
Amount: $82,888
Grant Period: 8/1/90 - 7/31/93

Many youths with disabilities have not participated in vocational education at levels sufficient to develop marketable skills. Classroom doors, which were previously closed to youth with disabilities, are now beginning to open. However, vocational educators lack the training needed to make the accommodations necessary to ensure that these youth successfully complete their courses. Likewise, secondary special educators who have been trained to teach basic academic skills, typically in their own classrooms, lack the training necessary to support students with disabilities in someone else's classroom. Without the ability to accommodate these students--to deal with sets of person - specific and highly varied problems -- mandated vocational education will do little to ensure the attainment of marketable vocational skills among youth with disabilities.

The proposed project will develop a training package, using programmable video technology as its core component, to enhance the ability of vocational educators to accommodate students with disabilities in their classes. It will also prepare secondary special educators to support the integration of these students into vocational education. The package will be designed and developed, through inservice applications, as a prescriptive and problem-solving tool for vocational and special educators. Finally, this package will be adapted for use in preservice practicum settings with special and vocational education teacher trainees.

Because the training package must be responsive to problems encountered daily with these youth, product development will occur with inservice teachers, but the delivery systems will be both inservice and preservice. Also, because interactive video is best used in combination with other modes of training, it will be incorporated within a format which relies on skilled persons to provide live training and *in situ* follow-up.

In the first year, accommodation competencies will be identified and training sequences prepared and formatively evaluated. At least two interactive video units will be prepared. During the second year, the remaining video units will be produced, combined with the live training and follow-up sequences, formatively evaluated, and revised. During the third year, the complete training package will be field tested with participating public schools and teacher preparation programs in Washington, and with replication sites in Utah and Oregon.

DPP Training Project

Institution: University of Wisconsin - Madison
1025 West Johnson Street #964
Madison, Wisconsin 53706

Project Director: John Gugerty
Telephone Number: (608) 263-2724
Competition and Title: Special Projects: Analysis/Description /Dissemination of Exemplary approaches used by Community/Junior/Technical Colleges to Educate Learning Disabled Students

Project Number: H029K00063
Amount: $80,226
Grant Period: 8/1/90 - 7/31/93

This project has four objectives:

1. Identify, screen, select, and evaluate the support services, instructional methods, and curricula used by eight community/junior colleges across the country that serve students with learning disabilities and/or students with mild mental retardation in an exemplary manner.

2. Prepare eight detailed written profiles of the program design, instructional techniques, support services and other elements that each exemplary program uses to enroll and graduate individuals with learning disabilities and/or individuals with mild mental retardation.

   Each profile will include description of outreach/enrollment procedures, educational assessment and planning procedures, curricula, academic and nonacademic support services, computer-based and other instructional approaches, career planning and counseling, administrative structure, faculty inservice training, fiscal considerations, postprogram/postschool follow-up/follow-along strategies, community integration strategies, evidence of the program's effectiveness, and any other factors associated with effective implementation of appropriate educational services for students with learning disabilities and/or students with mild mental retardation.

3. Disseminate these profiles to instructors, student services personnel, "special needs" support staff, administrators, teacher trainers, special educators (who often try to initiate systematic transition of their graduates to postsecondary educational institutions), vocational rehabilitation counselors (who often purchase, or wish they could purchase,

appropriately designed education/training for their clients at community/junior/technical colleges), representatives of

parent/advocacy organizations and others throughout the country by training approximately 600 representatives of these groups in the contents of the eight profiles, and techniques to use in organizing and delivering inservice training on this material to others.

4. Evaluate the effectiveness of the training received by 600 participants in the training workshops, and provide follow-up technical assistance to them as they attempt to initiate and sustain program improvement activities in their home communities.

DPP Transition Projects

Institution: University of Wisconsin - Madison
750 University Avenue
Madison, Wisconsin 53706

Project Director: Allen Phelps
Telephone Number: (608) 263-3696
Competition and Title: Special Educators: Preparing Transition Leadership Cadres for Wisconsin

Project Number: H029B10206
Amount: $90,993
Grant Period: 10/1/91 - 9/30/94

In the proposed personnel preparation program, transition leadership cadres (TLC's) composed of supervisors from special education, vocational rehabilitation, and vocational-technical education will be trained in strategies for improving, expanding, and integrating transition services for their regions. Over the three year grant, a cadre form each of the twelve Cooperative Education Service Areas (CESAs) will be identified and trained. The TLCs will develop competencies through two summer institutes, a series of four two-day seminars, and a 9-month follow-up practicum which enables them to implement CESA Transition Improvement Plans. The summer institutes will be co-taught by a team of faculty members from the Department of Rehabilitation Psychology and Special Education, Continuing and Vocational Education, Educational Administration, and the Vocational Studies Center. Through the practicum, each cadre will conduct program improvement and inservice training activities that are part of the CESA Transition Improvement Plan they will develop. Four 2-day seminars will be held during the school year which will provide opportunities for the TLCs to review effective programs in various communities. Each seminar will also devote 1-day to an indepth analysis of a specific issue in the field of transition (e.g. job placement and follow-up services, using career mentors from the business community). The May seminar will be held in conjunction with a statewide conference on Transition, which has been co-sponsored annually for the past two years by the state agencies.

Each TLC will include 4-5 supervisors or administrators from the identified areas. As many as 60 individuals will be receive 9 graduate credits of coursework in the following core areas: effective transitional programming/services, federal and state policy issues, interagency cooperation, needs assessment and planning for improving transition, and generating systems change within communities. All applicant teams will need to meet the requirements for admission to the Graduate School.

The credit earned can be applied toward masters degrees and/or certification programs in any of three co-sponsoring departments--Educational Administration, Rehabilitation Psychology and Special Education, or Continuing and Vocational Education. The initial six months of the project will be devoted to conducting focus groups in several areas of the state to assess the existing level of transition services, to conduct recruitment efforts, and to validate specific competencies and strategies to be used in the program. Following the summer institutes, members and two doctoral students will work closely with the Transition Leadership Cadres to assist them in implementing regional Transition Improvement Plan.

DPP Transition Projects

Institution: University of Wisconsin
750 University Lane
Madison, Wisconsin 53706

Project Director: Lloyd Tindall
Telephone Number: (608) 262-3822
Competition and Title: School-Business/Industry Alliances for Special Education Students: Helping Small Businesses Meet The Requirements of The Americans with Disabilities Act

Project Number: H029K10123
Amount: $116,392
Grant Period: 7/1/91 - 6/30/94

The Americans with Disabilities Act (ADA) signed into law on July 26, 1990 prohibits organizations that employ 25 or more persons to discriminate against people with disabilities after July 26, 1992. After July 26, 1994 the employers with 15 or more employees will be covered. Only people who are qualified-able to do the essential functions of the job-are protected by the law. An employer must make reasonable accommodations for the employee with a disability, if the employer knows about the disability. Two factors will influence the successful implementation of the ADA, increasing the number of qualified special education students who are able to transition to work and the ability of the employers to work with and accommodate persons with disabilities.

This proposed special project will work with secondary schools and small businesses to design and field test school business/industry alliances that assist secondary schools in producing qualified special education students and in helping small businesses implement the ADA. Those businesses who employ over 25 and over 15 persons have two and four years respectively to comply with the ADA requirements. More than 13,000 businesses in Wisconsin and over 600,000 nationally belong to the National Federation of Independent Business. Ninety percent of the Wisconsin members employ under 20 persons.

The design and implementation of school business/industry alliances will be beneficial to both the businesses and the special education students as small businesses prepare to meet the requirements of the ADA.

The National Alliance of Business has identified 140,800 partnerships in the public secondary and elementary school systems in the United States. These partnerships range from a business person visiting a classroom to highly involved school/business interactions. A team of students from the Harvard Business School criticized these partnerships and labeled most as not helping students to prepare for the workplace or stem the tide of dropouts. However, many successful alliances that serve special education students do exist.

During the first year of project operation, project staff members will conduct national searches to identify school business/industry alliances that are successful in assisting special education students in learning employable skills and in obtaining employment. Successful strategies and techniques that have resulted in reformed classrooms and schools that have employed special education students will be identified. By the fourth month a series of rigorous field tests will be initiated to test the model alliance's strategies and techniques. During year two the field tests will continue and evaluations conducted to determine the effectiveness of the alliances on classroom and school reform and the assistance to small businesses in implementing the ADA. During year three the evaluations of the field tests will be completed. Three separate manuals will be developed. One for use by high school special education directors, principals and vocational directors, a second for use by the business community and a third for use by teacher educators. During the later part of year three, six national workshops will be designed and conducted to disseminate the information and materials.

DPP Transition Project

Institution: University of Wisconsin/Menomonie
400 Bowman Hall
Menomonie, Wisconsin 54751

Project Director: Mary Hopkins-Best
Telephone Number: (715) 232-2496
Competition and Title: Special Educators: Transdisciplinary Special Education Personnel Preparation

Project Number: H029B90062
Amount: $49,727
Grant Period: 9/1/89 - 8/31/92

The purpose of this project is preparation of B.S. level secondary career special educators throug a transdisciplinary model. The personnel preparation model utilized in this training program integrates competencies in Special Education, Vocational Education, and Vocational Rehabilitation. Graduates of this unique program receive a degree in Vocational Rehabilitation with Special Education Certification. This project supports efforts to attract future special educators to the program through student stipends; extensive training and contact with school-to-work model school programs; and access to related resources.

The site and national need for secondary career special educators is extensively documented in the grant proposal. UW-Stout is in a unique position to meet this need as it is only Wisconsin University with special education, vocational rehabilitation, and vocational education programs. Graduates consistently experience 100% placement.

NEW FY 89 TRANSITION, SECONDARY AND CORRECTIONAL PROJECTS

DIVISION OF PERSONNEL PREPARATION

PO NO	GRANTEE	TITLE	AMOUNT	END
H029G90033 91	UNIV OF ARIZONA	TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED SPECIAL EDUCATORS	79191	930831
H029B90009 91	CALIFORNIA ST UNIV/LONG BEACH	TRANSITION SERVICES TRAINING PROGRAM FOR SUPPORT SERVICE AND VOCATIONAL EDUCATION PERSONNEL	80000	930630
H029D90073 91	UNIV OF SOUTHERN CALIFORNIA	OCCUPATIONAL THERAPY DOCTORAL LEADERSHIP TRAINING IN SCHOOL-BASED TRANSITION PROGRAMMING	73496	920630
H029G90020 91	COLORADO ST UNIV	AN INTEGRATED APPROACH TO PERSONNEL PREPARATION FOR TRANSITION	83028	930831
H029D90075 91	UNIV OF CONNECTICUT	A DOCTORAL PROGRAM TO PREPARE PERSONNEL FOR LEARNING DISABILITIES PROGRAMS AT THE POSTSECONDARY LEVEL	89177	920731
H029B90074 91	GEORGE WASHINGTON UNIV	CAREER TRANSITION ASSESSMENT SPECIALIST	81622	920814
H029B90105 91	GEORGE WASHINGTON UNIV	SPECIAL EDUCATORS FOR ADJUDICATED YOUTH	83645	930814
H029D90018 91	FLORIDA ST UNIV	TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED - SCHOOL TO COMMUNITY TRANSITIONS, DOCTORAL SPECIALIZATION	88022	940731
H029G90012 91	UNIV OF FLORIDA	TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED - TRANSITION	79997	920831
H029K90123 91	FLORIDA DEPT OF EDUC	DEVELOPING A COMPREHENSIVE TRAINING PROGRAM FOR SPECIAL EDUCATION TEACHERS IN JUVENILE JUSTICE AND ADULT CORRECTION FACILITIES	67768	920930
H029B90132 91	UNIV OF GEORGIA	PREPARATION OF SPECIAL EDUCATORS IN SECONDARY PROGRAMMING	65584	920630

DIVISION OF PERSONNEL PREPARATION

PO NO	GRANTEE	TITLE	AMOUNT	END
H029F90090 91	UNIV OF HAWAII	HANDICAPPED PERSONNEL PERPARATION	75000	920831
H029F90064 91	KIRKWOOD COMMUNITY COLLEGE	COMMUNITY BASED DELIVERY SYSTEM FOR HANDICAPPED SERVICES	57801	921231
H029B90286 91	SOUTHERN ILLINOIS UNIV	COLLABORATION TRAINING FOR TEACHERS OF MILDLY HANDICAPPED ADOLESCENTS	0	920831
H029G90034 91	SOUTHERN ILLINOIS UNIV	PREPARATION OF MASTER'S LEVEL TRANSITION SPECIALISTS IN AN INTERDISCIPLINARY MODEL	77457	930930
H029B90291 91	PURDUE UNIV	TRANSITION LEADERSHIP IN VOCATIONAL SPECIAL NEEDS EDUCATION	80000	920531
H029B90305 91	SIMMONS COLLEGE	PREPARE TEACHERS TO SERVE THE NEEDS OF SEVERELY IMPAIRED LEARNERS, PRE-SCHOOL THRU AGE TWENTY-TWO	80000	940731
H029G90002 91	EASTERN MONTANA COLLEGE	A TRAINING PROGRAM TO PREPARE EMPLOYMENT SPECIALISTS TO WORK WITH STUDENTS EXPERIENCING SEVERE HANDICAPS	80532	930814
H029B90066 91	SUNY/BUFFALO	PREPARATION OF SECONDARY EDUCATION SPECIAL EDUCATORS FOR SPECIAL NEEDS ACADEMIC AND CAREER EDUCATION PROGRAMS	80000	920731
H029G90021 91	LONG ISLAND UNIV	PREPARING SPECIAL EDUCATORS WITH CONCENTRATIONS IN AUTISM AND DEVELOPMENTAL DISABILITIES COMMUNITY INTEGRATION AND TRANSITION FROM SCHOOL TO WORK	80000	920831
H029G90015 91	KENT STATE UNIV	INTERDISCIPLINARY TRAINING OF LEADERSHIP PERSONNEL IN TRANSITION SERVICES FOR YOUTH AND ADULTS WITH HANDICAPS	80000	920814

DIVISION OF PERSONNEL PREPARATION

PO NO	GRANTEE	TITLE	AMOUNT	END
H029K90030 91	OHIO ST UNIV	TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED, SPECIAL PROJECTS	69584	920831
H029F90012 91	LINN-BENTON COMMUNITY COLLEGE	TRAIN PERSONNEL TO WORK AS RESIDENTIAL DIRECT CARESTAFF, RESIDENTIAL SUPERVISORS, GROUP FOSTER CARE PROVIDERS, AND VOCATIONAL JOB COACHES/SUPERVISORS	68353	921231
H029K90028 91	UNIV OF OREGON		106655	931231
H029B90104 91	SLIPPERY ROCK UNIV	TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED - CORRECTIONAL SPECIAL EDUCATION	80000	920831
H029B90180 91	UNIV OF PITTSBURGH	A GRADUATE SPECIALIZATION PROGRAM TO PREPARE TEACHERS OF YOUNG ADULTS WITH SEVERE DISABILITIES	80000	930814
H029B90193 91	UTAH ST UNIV	TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED	80056	920630
H029B90062 91	UNIV OF WISCONSIN/MENOMONIE	TRANSDISCIPLINARY SPECIAL EDUCATION PERSONNEL PREPARATION	49727	920831
*** Total ***			2096695	

NEW FY 90 TRANSITION, SECONDARY AND CORRECTIONAL PROJECTS

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DIVISION OF PERSONNEL PREPARATION

PO NO	GRANTEE	TITLE	AMOUNT	END
H029J00063 91	NAVAJO COMMUNITY COLLEGE	NAVAJO NATION CAREER LADDER AND REHABILITATION AND SPECIAL EDUCATION	85068	930831
H029F00088 91	UNIV OF SOUTHERN CALIFORNIA	JUNIOR AND SENIOR HIGH TRANSITION PROGRAM PROVISION TRAINING FOR OCCUPATIONAL THERAPISTS	83158	930831
H029G00008 91	CALIFORNIA ST UNIV/SAN BERNARDINO	THE TRANSITION SPECIALIST PROGRAM AT CSUSB - PREPARATION OF PERSONNEL FOR TRANSITION OF HANDICAPPED YOUTH TO ADULT AND WORKING LIFE	80890	930831
H029G00016 91	SAN DIEGO ST UNIV	SUPPORTED EMPLOYMENT AND TRANSITION SPECIALIST CERTIFICATE PROGRAM	76042	930731
H029B00266 91	GEORGE WASHINGTON UNIV	PREPARATION OF TEACHERS TO WORK IN LEARNING DISABILITIES/SECONDARY SPECIAL EDUCATION	73794	930630
H029B00267 91	GEORGE WASHINGTON UNIV	TRANSITION FROM SCHOOL TO WORK WITH AN EMPHASIS ON BUSINESS ED PARTNERSHIPS	79851	930531
H029B00110 91	UNIV OF DELAWARE	TRANSITIONAL AND VOCATIONAL STUDIES IN SPECIAL EDUCATION	74900	930630
H029E00027 91	UNIV OF GEORGIA	VOCATIONAL EDUCATION PARAPROFESSIONALS	70310	930531
H029B00023 91	UNIV OF HAWAII	EMPLOYMENT TRAINING SPECIALIST	62170	930531
H029G00022 91	UNIV OF ILLINOIS/CHAMPAIGN	LEADERSHIP DEVELOPMENT PROGRAM IN TRANSITION AND VOCATIONAL SPECIAL EDUCATION	79758	930630
H029F00032 91	LSU MEDICAL CENTER	TRAINING REHABILITATION COUNSELORS TO ASSIST STUDENTS WITH SEVERE DISABILITIES TO TRANSITION FROM SCHOOL TO WORK	69508	930630

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DIVISION OF PERSONNEL PREPARATION

PO NO	GRANTEE	TITLE	AMOUNT	END
H029B00196 91	UNIV OF MARYLAND	PERSONNEL PREPARATION PROJECT TO TRAIN SECONDARY AND TRANSITION SPECIAL EDUCATORS	70547	930831
H029G00020 91	WAYNE ST UNIV	PREPARATION OF PERSONNEL FOR TRANSITION OF HANDICAPPED YOUTH TO ADULT AND WORKING LIFE	74574	930630
H029L00032 91	UNIV OF MINNESOTA	MINNESOTA INTERDISCIPLINARY TRANSITION SPECIALIST TRAINING PROGRAM	61457	930831
H029K00056 91	UNIV OF MISSOURI	LONG DISTANCE LEARNING PROJECT	84548	930630
H029G00014 91	UNIV OF SOUTHERN MISSISSIPPI	TRANSITION SPECIALIST PERSONNEL PREPARATION	76849	931231
H029R00018 91	KENT STATE UNIV	INTERDISCIPLINARY FIELD-BASED PRESERVICE TRAINING IN TRANSITION SERVICES FOR SEVERELY HANDICAPPED	81520	930731
H029B00086 91	UNIV OF OREGON	SECONDARY SPECIAL EDUCATION TEACHER TRAINING PROGRAM	52511	930630
H029G00021 91	PORTLAND ST UNIV	PREPARATION OF PERSONNEL FOR TRANSITION OF YOUTH TO ADULT AND WORKING LIFE	72736	930915
H029J00035 91	UNIV OF OREGON	COMMUNITY INTEGRATION SPECIALIST PROGRAM	70540	930930
H029J00035 91	VANDERBILT UNIV	TRAINING TENNESSEE TEACHERS FOR TRANSITION	123036	930630
H029G00059 91	UNIV OF NORTH TEXAS	I/SBD: TRANSITIONAL PROGRAMMING FOR ADOLESCENTS WITH SEVERE BEHAVIORAL DISORDERS--GRADUATE PREPARATION PROGRAM	74761	930814
H029B00032 91	UNIV OF UTAH	TRANSITION MASTERS DEGREE PROGRAM IMPROVEMENT PROJECT	96421	930630

DIVISION OF PERSONNEL PREPARATION

PO NO	GRANTEE	TITLE	AMOUNT	END
H029C00030 91	UNIV OF VERMONT	PREPARATION OF PERSONNEL FOR TRANSITION OF HANDICAPPED YOUTH TO ADULT AND WORKING LIFE	67672	930630
H029K00034 91	UNIV OF WASHINGTON	USING INTERACTIVE VIDEO TECHNOLOGY TO PREPARE PRE-SERVICE AND INSERVICE TEACHERS TO ACCOMMODATE STUDENT WITH DISABILITIES IN VOCATIONAL EDUCATION	96989	930731
H029K00063 91	UNIV OF WISCONSIN/MADISON	ANALYSIS/DESCRIPTION/DISSEMINATION OF EXEMPLARY APPROACHES USED BY COMMUNITY/JUNIOR/TECHNICAL COLLEGES TO EDUCATE LEARNING DISABLED STUDENTS	87220	930731
*** total ***			2035103	

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NEW FY 91 TRANSITION, SECONDARY AND CORRECTIONAL PROJECTS

DIVISION OF PERSONNEL PREPARATION

PO NO	GRANTEE	TITLE	AMOUNT	END
H029B10059 91	CALIFORNIA ST UNIV/LONG BEACH	COLLABORATIVE TRAINING PROGRAM FOR TRANSITION SPECIALISTS	72279	940831
H029B10172 91	COLORADO ST UNIV	PREPARATION OF TRANSITION SPECIALISTS SERVING DISABLED STUDENTS IN VOCATIONAL EDUCATION	92931	940930
H029B10161 91	GEORGE WASHINGTON UNIV	THE GEORGE WASHINGTON UNIVERSITY PARTNERSHIP PROGRAM FOR RETURNED PEACE CORPS VOLUNTEERS.	83125	940831
H029B10203 91	FLORIDA ST UNIV	CORRECTIONAL/SPECIAL EDUCATION MASTER'S LEVEL TRAINING PROGRAM	73085	940814
H029F10014 91	UNIV OF HAWAII	CURRICULUM/VOCATIONAL ASSESSMENT SPECIALISTS	77897	940930
H029F10035 91	BOSTON UNIV	MASTERS LEVEL TRAINING OF REHABILITATION COUNSELORS IN SPECIAL EDUCATION	67712	940831
H029B10232 91	UNIV OF MASSACHUSETTS/BOSTON	PREPARATION OF PERSONNEL IN SECONDARY EDUCATION WITH AN EMPHASIS ON TRANSITION TO WORK AND ADULT LIFE	49490	940831
H029B10077 91	JOHNS HOPKINS UNIV	TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED	92241	940831
H029B10023 91	JOHNS HOPKINS UNIV	PREPARATION OF PERSONNEL FOR CAREERS IN SPECIAL EDUCATION	76814	940831
H029K10034 91	UNIV OF MINNESOTA	TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED (SPECIAL PROJECT)	113678	940830
H029B10043 91	UNIV OF MISSOURI	PREPARATION OF PERSONNEL FOR CAREERS IN SPECIAL EDUCATION	93510	940831
H029D10083 91	UNIV OF MISSOURI	PREPARATION OF LEADERSHIP PERSONNEL	104467	960731

DIVISION OF PERSONNEL PREPARATION

PO NO	GRANTEE	TITLE	AMOUNT	END
H029D10075 91	UNIV OF MISSOURI	PREPARATION OF LEADERSHIP PERSONNEL	102304	960831
H029B10235 91	UNIV OF NEW MEXICO	NEW MEXICO TRANSITION SPECIALIST TRAINING PROJECT	98821	940831
H029B10220 91	SUNY/NEW PALTZ	CORRECTIONAL/SPECIAL EDUCATION TEACHER TRAINING PROJECT	91345	940831
H029B10187 91	VIRGINIA POLY INST	PRESERVICE PREPARATION OF TRANSITION/VOCATIONAL SPECIAL NEEDS RESOURCE PERSONNEL	63797	940831
H029B10206 91	UNIV OF WISCONSIN/MADISON	PREPARING TRANSITION LEADERSHIP CADRES FOR WISCONSIN	90993	940930
H029K10123 9	UNIV OF WISCONSIN/MADISON	TRAINING PERSONNEL FOR EDUCATION OF THE HANDICAPPED - SPECIAL PROJECT	116392	940630
*** Total ***			1560881	

DPP Transition Project

Institution: Florida State Department of Education
Knott Building, Suite 544-C
Tallahassee, Florida 32399

Project Director: Dr. Dianne Gillespie
Telephone Number: (904) 488-1570
Competition and Title: Special Projects: Developing a Comprehensive Training Program for Special Education Teachers in Juvenile Justice and Adult Correction Facilities

Project Number: H029K90123
Amount: $67,768
Grant Period: 10/1/89 - 9/30/92

Approximately 250,000 youth below the age of 22 are incarcerated annually. There is increasing evidence that the incidence of offenders with handicapping conditions is disproportionately high. Further there is increasing evidence that handicaped offenders are not being provided a free and appropriate education due to lack of trained teachers and inadequate curriculum. The proposed project will design and implement a replicable model for the development, implementation, evaluation and maintenance of a statewiede comprehensive training program for special education teachers in juvenile and adult corrections facilities. This project will also address a critical need in programming for the handicapped; namely the development of an effective model to prepare large numbers of qualified educators to serve handicapped juvenile and youthful incarcerates. To accomplish this, the project will make use of satellite telecommunications facilities to augment personnel training through a variety of applications of distance learning. By combining the resources of teacher preparation program at four (4) universities, the Florida Department of Education, and the Florida Correctional Education School Authority, it will be possible to more efficiently and effectively prepare educators with sufficient competencies to meet the educational needs of the incarcerated youth. Training will be at two (2) levels: preservice and inservice for teachers currently working in correctional facilities.

This project will contribute to:

1) obtaining the most efficient use of resources:

2) assisting educators in developing knowledge and understanding of methods, materials, and techniques employed to meet the complex educational needs of youthful offenders; and

3) preparing already competent professionals for qualitatively different roles in the education of incarcerated youth with special learning needs.

The project combines the expertise of professionals from a number of disciplines, representing a variety of roles. A comprehensive evaluation effort will ensure that the program is refined in response to carefully defined needs. Built into the project are activities designed to ensure continuation and promote replication.

DPP Transition Projects

Institution: Florida State University
Room 209 MCH
Tallahassee, Florida 32306

Project Director: Mark Koorland
Telephone Number: (904) 644-4880
Competition and Title: Special Educators: Correctional/Special Education Master's Level Training Program

Project Number: H029B10203
Amount: $73,085
Grant Period: 8/15/91 - 8/14/94

The proposed Master's training program addresses the clear need for highly qualified special education teachers to work in correctional facilities in the state and the region In Florida, recent legislation mandates special education for youthful offenders. Currently there are few certified correctional special educators in the corrections system. This, coupled with high turnover in all correctional settings, will create a continuing demand.

The project will operate within the basic structure of the current five year EH/LD program at The Florida State University (FSU). The proposed project adds appropriate correctional special education (C/SE) competencies, delivered through new electives, current elective coursework, and summer institutes. The project takes advantage of advisement, personnel, and interdepartmental courses in place at the Florida State University. C/SE practicum sites and supervising teachers in serving youthful offenders will also be used. Appropriate internship sites, serving youthful offenders will also be used. Supervision practices using direct observation and frequent supervisory contact are planned. A unique feature is summer training institutes in which qualified, experienced correctional educators are paired with C/SE trainees in order to perform a mentor role during teacher preparation.

Funds are being requested to continue the C/SE project begun 1987-90 with federal assistance to institutionalize the program within the Department of Special Education at FSU. Toward this goal, the majority of project funds are designated to support 4 full-time Master's students a year for three years (12 total), and 4 part-time (1/2 time) students a year (6 FTE total). Thorough formative, summative, and follow-up evaluations are planned.

DPP Transition Project

Institution: Florida State University
215 Stone Building
Tallahassee, Florida 32306

Project Director: R. William English
Telephone Number: (904) 644-3854
Competition and Title: Leadership: Training Personnel for the Education of the Handicapped - School to Community Transitions, Doctoral Specialization

Project Number: H029D90018
Amount: $88,022
Grant Period: 8/1/89 - 7/31/94

Overview: The purpose of the projected "School-to-Community Transitions Doctoral Specialization" at Florida State University (FSU) is to prepare doctoral level students to assume leadership positions in the field of disability. Specifically, graduates will be prepared to provide leadership as educators/researchers in higher education settings or as administrators in special education or related community service agencies. Graduates will also have the ability to function in leadership roles in policy analysis, planning, program management and program managers.

This training specialization has a distinct interdisciplinary focus in that the eight core-area faculty are from a variety of disciplines, (e.g. special education, rehabilitation services, counseling, leisure/wellness, educational psychology and public policy). Also, it is distinctly interdisciplinary in that students will be enrolled in already established human service-oriented doctoral programs (e.g. special education, rehabilitation, educational leadership, counseling psychology, social work, and sociology). Essentially, doctoral students will be dual majors, with strengths in an established professional discipline and also in the field of disability and in "community transitions."

The "Transitions" doctoral specialization will emphasize a wide variety of academic and applied experiences and take two to three years to complete. A minimum of eight doctoral students will be trained each year, which is equivalent to the number of federal stipends requested in the grant proposal to the Office of Special Education Programs. Additional interested doctoral students may participate in the "Community Transitions" specialization without stipend support.

Requirements:

The Florida State University Transitions Doctoral Specialization will be a rigorous program with five sets of requirements:

(1) seven core specialization area didatic courses that reflect the dual themes of community transition and leadership;

(2) four kinds of supervised fieldwork experiences including a research practicum, instructional/teaching practicum, clinical practicum, supervision practicum, and an administration internship;

(3) five noncore-area didactic research related courses;

(4) a second occupational specialization in a traditional/established professional discipline (e.g., special education, rehabilitation services, or counseling); and

(5) completing a variety of other competency-based requirements, including: writing 1-2 prepublication papers for approval by a faculty editorial peer review panel; making three or more professional presentations at conferences or in-service training programs or being a teaching assistant in a disability related university course; and passing a knowledge-based comprehensive examination on the community transition of people with disabilities.

DPP Transition Project

Institution: University of Florida
219 Grinter Hall
Gainesville, Florida 32611

Project Director: Stuart E. Schwartz
Telephone Number: (904) 392-0702
Competition and Title: Project RITS: Reciprocal Instruction for Transition Specialists - Training Personnel for the Education of the Handicapped - Transition

Project Number: H029G90012
Amount: $79,997
Grant Period: 9/1/89 - 8/31/92

The Department of Special Education at the University of Florida is requesting support for the development of a program to prepare transition specialists for mildly and moderately handicapped students. It is estimated that in the 1989-90 school year 271 positions in secondary programs for mildly and moderately handicapped students seeking special diplomas will be vacant. Of course, this population will be (or are entitled to be) enrolled in transition programs. Furthermore, because Florida certification is categorical and undifferentiated by level, teachers hired for such positions are unlikely to have completed a comprehensive program in transition programming, since programs in the state are in their infancy.

Our program is a 36-credit specialization that adds 9 credits to the existing PROTEACH M.Ed. programs in Mental Handicaps (MH), Emotional Handicaps (EH), Learning Disabilities (LD), and Physical Impairments (PI). It is based upon a set of competencies adopted from existing transition programs following an extensive review of the literature. The curriculum requires the development of three new courses; otherwise it comprises existing coursework from programs: Education, Special Education, Rehabilitation Counseling, and Educational Administration. Practicum experiences are extensive and varied.

We have requested support for PROTEACH students in each of the 3 years of the project and hope to attract additional students who will not receive grant support. We expect to recruit most of our students from current MH, PI, LD and EH majors. At the end of the first year courses will have been developed and recruitment completed so that persons at the undergraduate and master's levels will be trained in competencies identified for serving in transition programs secondary students with mild and moderate handicaps.

DPP Transition Project

Institution: University of Georgia
570 Aderhold
Athens, Georgia 30602

Project Director: Phil McLaughlin/John Langone
Telephone Number: (404) 542-4586
Competition and Title: Special Educators: Preparation of Special Educators in Secondary Programming

Project Number: H029B90132
Amount: $65,584
Grant Period: 7/1/89 - 6/30/92

The purpose of this proposal is to: (1) increase the quantity and (2) improve the quality of special educators to serve secondary level students with mild and moderate/severe handicaps. Specifically, we propose one major objective: To prepare 12 master's level special education teachers annually through an interdisciplinary program in secondary prgramming (SPSE). The 12 students will be equally divided between programs for the mildly and moderately/severely handicapped.

The interdisciplinary SPSE master's level program is designed to impact on the critical needs of the United STates and Georgia. Despite mandates to provide appropriate education to handicapped students, at least two major problems exist nationwide:

(1) there is a critical shortage of qualified secondary special education teachers and

(2) typical K-12 training models offer little instruction on the unique needs of secondary special education students.

To solve these problems requires new training programs which
(1) re-define the competencies needed by secondary special education teachers and
(2) includes more field-based experiences in secondary special education training programs.

These problems and solutions are reflected in the needs of Georgia. Paramount are problems of a shortage of personnel, lack of adequate preparation of existing personnel, insufficient number of secondary programs, and insufficient attention within programs to state graduation requirements on skills in adult life roles.

The University of Georgia, as the largest institution of higher education in Georgia, has a major responsibility to respond to these needs. The 17 degree programs within the Division are fully funded by the state and approved for state certification. We are not seeking federal funds for these programs.

The SPSE master's level program focuses on a new initiative: secondary programming. We are requesting funds to help meet this new initiative.

We will recruit students from traditionally underrepresented groups such as racial minorities, women, handicapped persons, and the elderly. We will identify these prospective students from a variety of sources. By increasing the number of minority and other underrepresented groups, we will contribute to the increasing pool of minority professionals.

DPP Transition Project

Institution: University of Georgia
624 Aderhold Hall
Athens, Georgia 30602

Project Director: Karen Harrell Jones
Telephone Number: (404) 542-1682
Competition and Title: Related Services: Vocational Education Paraprofessionals

Project Number: H029F00027
Amount: $73,405
Grant Period: 6/1/90 - 5/31/93

The purpose of this proposal is to train Paraprofessionals to work with vocational resource teachers who assist handicapped youth with employment, independent living, and other aspects of community life. Specifically, we propose one major objective: To prepare all preservice and inservice vocational education paraprofessionals through a sequence of training workshops. These paraprofessionals will be divided between the Related Vocational Instruction Program (RVIP) and Coordinated Vocational-Academic Education (CVAE).

The Vocational Education Paraprofessionals (VEP) project is designed to meet priorities for the United States and the needs of Georgia. Despite mandates to provide appropriate education to handicapped youth, the lack of participation of handicapped individuals in employment and training programs remains a cause for national concern. Handicapped youth are not making a smooth transition from school to work. The Office of Special Education and Rehabilitative Services (OSERS) has recently established a national priority on improving the transition of handicapped youth. Paramount are the problems of a shortage of personnel (lack of adequate preparation of existing personnel), insufficient number of vocational education programs, and insufficient attention within the programs to state graduation requirements on skills in adult life roles.

The University of Georgia, as the largest institution of higher education in Georgia, has a major responsibility to respond to these needs. The 20 degree programs within the Department of Vocational Education are fully funded by the state and approved for state certification. We are not seeking federal funds for these programs. The VEP project focuses on a new initiative: Vocational education paraprofessionals. We are requesting funds to help us meet this new initiative.

Preservice and inservice students participating in the VEP project will acquire VEP competencies by taking the VEP workshop sequence. A distinctive characteristic of the training program is its field based nature. The sequence of workshops include supervised field work.

We will recruit members from traditionally underrepresented groups such as racial minorities, women, handicapped persons, and the elderly. We will identify these prospective students from a variety of sources. By increasing the number of minority and other underrepresented groups, we will contribute to the increasing pool of minority personnel working with handicapped youth.

DPP Transition Project

Institution: University of Hawaii
2540 Maile Way, Spalding # 253
Honolulu, Hawaii 96822

Project Director: Robert Stodden
Telephone Number: (808) 948-7956
Competition and Title: Related Services: Handicapped Personnel Preparation

Project Number: H029F90090
Amount: $75,000
Grant Period: 9/1/89 - 8/31/92

The Career Special Education Specialist Training Program addressed documented needs in preparing qualified personnel to provide supportive services required to assist handicapped youth to benefit from special education through the career preparation process. National, statewide (Hawaii) and Pacific Basin needs assessment data indicates a lack of opportunity for training appropriate to the needs of the related service providers assisting handicapped persons prepare for career roles in the community.

The major goal of this project is to prepare related service personnel to serve in the roles of (1) Career Special Education Specialist, (2) Career Transition Liaison Coordinator, or (3) Career Business/Industry Advocate. A 30 credit hour training sequence has been developed to provide career specialist training to masters degree students and post-masters students who desire an indepth specialization in transition planning, programming, and service delivery. The program places heavy emphasis upon the development of interdisciplinary skills and provides appropriate field experiences and internship activities. This emphasis allows program participants to balance knowledge acquisition and practice.

The proposed program will build a related service base which addresses the priority area of career preparation for handicapped persons. The program will also address national and specific personnel preparation needs in the state of Hawaii and in Pacific Basin Island communities. The Department of Special Education, University of Hawaii, will coordinate this program cooperatively with programs in rehabilitation, social work, career counseling, and vocational education. The outcome of the training program will be the provision of developmental supportive services which assist handicapped youth to benefit from secondary level special education programming in the school-to-work transition.

DPP Transition Project

Institution: University of Hawaii
2540 Maile Way
Honolulu, Hi 96822

Project Director: Robert Stodden
Telephone Number: (808) 956-5009
Competition and Title: Special Educators: Employment Training Specialist

Project Number: H029B00068
Amount: $75,195
Grant Period: 6/1/90 - 5/31/93

The goal of the proposed project in meeting needs for educational personnel with competencies in the area of transition and employment related programming is to provide a training sequence that prepares these personnel to:

(a) deliver appropriate supportive transition and employment-related services,

(b) assist in the coordination of interdisciplinary vocational training and service planning,

(c) function as a liaison to other transition-related specialists,

(d) function in an advocate role for disabled individuals to business and industry,

(e) provide technical assistance to business/industry for training/employing moderately and severely disabled persons, and

(f) provide inservice training and technical assistance to special education and other service providers via training modules/workshops delivered through the Department of Education's inservice training program, and through the state's Community College training program for paraprofessionals. The project proposes to train 30 Employment Training Specialists.

DPP Transition Projects

Institution: University of Hawaii
2540 Maile Way
Honolulu, Hawaii 96822

Project Director: Robert Stodden
Telephone Number: (808) 956-5009
Competition and Title: Related Services: Curriculum/Vocational Assessment Specialists

Project Number: H029F10014
Amount: $77,897
Grant Period: 10/1/91 - 9/30/94

The University Affiliated Program, in cooperation with Departments in the College of Education, University of Hawaii at Manoa, and the State Department of Education, Division of Vocational Rehabilitation, and the Department of Health, proposes to offer a Master's level program specialization in Career/Vocational Assessment to prepare related service and special education personnel to work with secondary age students with disabilities who are preparing to make the transition from school to community work and living environments.

Training will focus upon two groups of personnel necessary to assure that appropriate curriculum-based or transition assessment occurs within secondary school transition services for youth with disabilities. The first group of trainee's will consist of these personnel in indirect service roles impacting upon transitions preparation, linkage, and reception in the world of work. This group of trainees will support the planning, development; implantation, and monitoring of Curriculum-Based Vocational Assessment activities. Programs applicants seeking these support roles will consist of Transition Coordinators, Career Counselors, ITP/IEP Case Managers, District Specialist for Secondary Special Education, Educational Diagnostician and others.

These Personnel as Curriculum-Based Vocational Assessment Coordinator (CBVA-C) will provide a specific expertise to the career/vocational assessment and curriculum decision-making process. Curriculum-Based Vocational Assessment Coordinators will possess the skills and knowledge to plan and implement a CBVA program integrated within the curriculum structure of a given school/district.

The CBVA-C will work directly with vocational and special education teachers to (a) plan and develop CBVA rating instruments, (b) instruct teachers on appropriate rating procedures, (c) assist in the observation of student behaviors, (d) assist in data collection and organization, and (e) assist in the transition of CBVA data into IEP/ITP vocational goals and objectives.

DPP Transition Project

Institution: Southern Illinois University
Office of Academic Affairs & Res
Carbondale, Illinois 62901

Project Director: Cheryl Hanley-Maxwell
Telephone Number: (618) 536-7704
Competition and Title: Transition: Preparation of Master's Level Transition Specialists in an Interdisciplinary Model

Project Number: H029G90034
Amount: $77,457
Grant Period: 10/1/89 - 9/30/93

This project will result in the advanced professional preparation of up to 160 Master's degree transition specialists. The trainees selected for this program will come from special education, rehabilitation, and vocational education, or may represent other related service personnel. Trainees will be recruited in pairs, one person representing school services and the other representing adult services. Up to 20 pairs per year will enter the program for the first four years of the project. These pairs will participate in an interdisciplinary core of courses and related competency-based practicum/internship experiences in the area of transition services. Practicum and internship experiences will take place in the home communities of the pair of students and will involve their current jobs. Onsite supervision will be provided four times a semester by project personnel.

The Master's trainees in this program will complete a Master's degree in Special Education or Rehabilitation. However, these trainees will take coursework in both disciplines, complete two semesters of interdisciplinary readings, and participate as a member of a transition pair in the practicum and internship assignments. Finally, the Master's trainees will complete an empirical thesis or research paper involving variables that effect transition form school to work and community living.

At the completion of Phase I, 40 students will have completed an identical sequence of transition coursework, practicum and internships. Phases II, III and IV will produce similar results. In addtion to the training program for these 160 Master's degree trainees, five summer institutes, consisting of four concentrated courses on transition-related topics will be delivered.

Enrollment will be limited to 25 students per course and recruitment will target other practicing professionals in special education, and other related disciplines. Assuming maximum enrollment in the four summer institutes and non-duplication of trainee participation, as many as 400 individuals may benefit form these offerings.

DPP Transition Project

Institution: Southern Illinois University
Carbondale, Illinois 62901

Project Director: Dr. Sidney Miller
Telephone Number: (618) 453-2311
Competition and Title: Special Educators: Collaboration Training for Teachers of Mildly Handicapped Adolescents

Project Number: H029B90286
Amount: $ 81,354
Grant Period: 9/1/89 - 8/31/92

The proposed training project meets the needs of two of three priorities defined by the Illinois State Board of Education for future preservice and inservice training. These priorities include training special educators to apply: (a) consultation skills with general educators and (b) effective strategies for mainstreaming (Illinois State Board of Education, 1987). Training special educators to work as consultants with general educators is well-suited to meet the needs of another growing concern, special educators adequately and appropriately trained to work with mildly handicapped secondary populations. Special educators, acting more as consultants rather than tutors of specific coursework, can assist content teachers in modifying their curriculum and teaching methods to meet the individual needs of special education students in their classroom (Huefner, 1988). In addition, teacher consultation can effectively facilitate mainstreaming and the regular education initiative by providing general educators with strategies for working with the mildly handicapped adolescent in normalized settings (Idol-Maestas, 1983).

The proposed project addresses the needs identified by the Illinois State Board of Education (ISBE, 1987) by: (a) training 30 highly skilled teachers of the mildly handicapped adolescent, (b) training special educators to work effectively with general educators through teacher consultation and in an interdisciplinary fashion, (c) training special educators to work with general education personnel in developing effective mainstreaming strategies including effective behavior management and cognitive behavior modification, and (d) providing extensive field-based experiences at secondary and post-secondary setting.

In addition to the development of highly trained special educators, benefits of this proposed project include: (a) a replicable training model; (b) assistance to local personnel by setting up collaborative models in their schools and providing seminars and inservice presentations; (c) a case-study booklet describing the process and design of these individual collaborative models; (d) a modular handbook on strategies for general educators teaching secondary mildly handicapped students; and (e) student, faculty, and local school personnel publications and presentations.

DPP Transition Project

Institution: University of Illinois - Champaign
809 Wright Street, 105 Davenport House
Champaign, Illinois 61820-6219

Project Director: Jay Rojewski
Telephone Number: (217) 244-5633
Competition and Title: Transition: Leadership Development Program in Transition and Vocational Special Education

Project Number: H029G00022
Amount: $79,758
Grant Period: 7/1/90 - 6/30/93

The Leadership Development Program (LDP) focuses on professional development of leadership personnel who provide vocational education for populations with special needs. These professionals include administrators, supervisors, counselors, coordinators and teachers who are employed by regional vocational educational systems, special education cooperatives, area vocational centers, community colleges, rehabilitation facilities, Job Training Partnership programs, and other related agencies throughout Illinois. During the summer of 1990 and the 1990-91 school year, the program will be limited to 10-15 teams composed of 25-30 participants from regional or local programs.

This field-based leadership development program provides the participants with in-depth knowledge and expertise in developing, implementing, and evaluating vocational programs serving youth and adults with disabilities. Two summer courses, four 2-day seminars during the school year, and a local program improvement project based on a formal needs assessment are the major components of the program. Teams of two or more persons must be nominated for the program by their employing agency or agencies. After qualifying for admission to the Graduate College, program participants may apply credits earned toward a masters or advanced certificate (specialist) degree and/or certification.

DPP Transition Project

Institution: Purdue University
Hovde Hall, Third Floor
West Lafayette, Indiana 47907

Project Director: James P. Greenan
Telephone Number: (317) 494-7314
Competition and Title: Special Educators: Transition Leadership in Vocational Special Needs Education

Project Number: H029B90291
Amount: $80,000
Grant Period: 6/1/89 - 5/31/92

Several studies and reports indicate the necessity for transition services for handicapped youth in vocational, training, and employment settings. Transition services are essential to expand access to, and improve equity in, vocational and employment-related programs for handicapped youth. The Indiana Comprehensive System for Personnel Development, evaluation results, and needs assessment data, however, suggest a shortage of adequately prepared personnel to effectively deliver transition services. The purpose of the proposed program is to provide leadership development training to vocational special needs personnel (special education, vocational education, rehabilitation, employment and training, and othe related personnel) to improve and expand vocational, training, and employment opportunities and transition services for handicapped youth in the state of Indiana.

Objectives:

(1) Identify and select the project advisory committee.

(2) Identify a cadre of local vocational and special education leadership personnel who can initiate and facilitate ongoing staff development and program improvement activities related to transition programming within their LEAs.

(3) Deliver preservice graduate level courses, topical seminars, and technical assistance to vocational education, special education and other related transition personnel.

(4) Develop, implement, and evaluate program improvement activities within the LEAs of project participants.

(5) Initiate and/or enhance interagency collaboration and agreements at the local level among vocational education, special education, and related agencies.

(6) Expand networking capabilities of transition personnel in the state of Indiana in regard to program improvement, exemplary programs, and effective practices.

(7) Evaluate the adequacy, quality, and effectiveness of the Transition Improvement Projects (TIPs) in the LEAs of project participants (Second and Third Years).

DPP Transition Project

Institution: Kirkwood Community College
6301 Kirkwood Boulevard, S.W., Box 2068
Cedar Rapids, Iowa 52406

Project Director: Susan Simon
Telephone Number: (319) 398-5410
Competition and Title: Related Services: Community Based Delivery System for Handicapped Services

Project Number: H029F90064
Amount: $57,801
Grant Period: 1/1/90 - 12/31/92

Presently the Handicapped Services Program at Kirkwood Community College offers training for paraprofessionals who assist infants, toddlers, children and youth with handicaps in schools, homes and vocational centers. This grant will provide funds to update the curriculum and instructional materials for this program; to expand offerings to include training for job coaches; and provide local support seminars. In addition to upgrading the current campus based program, the newly designed curriculum modules will allow flexibility for those untrained paraprofessionals who are currently working in the field, but wish to be trained, and for students residing in our rural service area. By revising and redesigning the curriculum int a competency based, modualrized format, students will be able to obtain a one year certificate or an A.A. degree through individualized self-paced instruction; via the Kirkwood Telecommunication system; or through the Open Learning labs housed in the six outreach learning centers located in the rural counties.

The proposed project will provide release time for the current project coordinator, and for a part-time curriculum designer to help redesign the curriculum; a part-time secretary; staff travel; media equipment; production costs; and media materials.

As the project is developmental in nature, the program will be absorbed into the on-going program, and the Open Learning Lab/Kirkwood Telecommunication system when funding has ended. The project will be disseminated through presentations at regional and national special education conferences. The video tapes and instructional materials developed by this project will be made available to those wishing to replicate this project. We are requesting funds in the amount of $196,069 for the three year project.

DPP Transition Project

Institution: Louisiana State University
(LSU) Medical Center
433 Bolivar Street, 8th Floor
New Orleans, Louisiana 70112

Project Director: Cynthia Langford
Telephone Number: (504) 942-8200
Competition and Title: Related Services: Training Rehabilitation Counselors to Assist Students with Severe Disabilities to Transition from School to Work

Project Number: H029F00082
Amount: $69,308
Grant Period: 7/1/90 - 6/30/93

This project proposes to train six rehabilitation counseling students per year to function as support personnel in schools programs that transition students with severe handicaps form school to work. Training will adopt both a lecture and field-based practicum format. Field work assignments will be directly linked to didactic material such that students study one aspect of transition from school to work in the classroom and apply it in their field work assignment. Specialized sections of four courses (11 credit hours) of an existing Rehabilitation Counseling curriculum will be developed by project staff. Courses targeted for specialized sections include: (a) REHB 4003, Job Development and Placement; (b) REHB 4303, Individualized Rehabilitation Planning; (c) REHB 4108, Seminar in Rehabilitation; and (d) REHB 4702, Innovative Practices in Supported Employment. Field Work includes two, 3-credit practica and a specialized, 10-credit internship. Field Work sites will include both special education and vocational rehabilitation settings. The latter will meet criteria for the Council on Rehabilitation Education and deliver services consistent with best practices in supported employment.

It is anticipated that the project's scope of work will better prepare potential rehabilitation counselors as facilitators of transition planning and implementation. Quality components of this project include: (a) competency-based curriculum; (b) didactic material directly linked to field work assignments; (c) close supervision of students during field work by both the professional staff of the cooperating agency and university personnel; (d) curriculum design incorporates best practices from the fields of Special Education and Rehabilitation Counseling; and (e) students and employers will be regularly surveyed after graduation to improve the utility of the curriculum in meeting the needs of vocational rehabilitation counselors who assist in transitioning students from school to work.

DPP Transition Projects

Institution: Johns Hopkins University
Room 100 Whitehead Hall
Baltimore, Maryland 21218

Project Director: Michael S. Rosenberg
Telephone Number: (301) 338-8273
Competition and Title: Special Educators: Collaborative Secondary Personnel Training

Project Number: H029B10077
Amount: $92,241
Grant Period: 9/1/91 - 8/31/94

This proposal outlines a field-based alternative training program to prepare 36 individuals to teach secondary students with mild and moderate handicaps. Under the guidance of the Maryland State Department of Education (MSDE), this two year 36 hour program is a collaborative effort between the Johns Hopkins University and two local education agencies (LEAs) experiencing critical shortages of qualified special educators. Using a cooperative recruitment, training, and management strategy, individuals hired by the LEAs who lack appropriate certification in special education will participate in a field-based program that employs several learning activities including (a) mentoring by LEA master teachers, (b) comprehensive university supervision, (c) weekly seminars, and (d) traditional coursework. To increase the number of minority teachers in special education settings, a minimum of 50% of the project's participants will be from traditionally underrepresented groups.

This proposal responds to both the absolute and competitive priorities established by the Secretary of Education in that the project (a) involves the preservice preparation of special educators, (b) uses innovative recruitment procedures, and (c) promotes full qualifications for personnel serving children with disabilities. Tuition assistance will make it possible to recruit quality candidates, who without financial support, could continue their employment as uncertified provisional special educators.

DPP Transition Projects

Institution: Johns Hopkins University
3400 Charles Street
Baltimore, Maryland 21218

Project Director: Gloria M. Lane
Telephone Number: (301) 338-8273
Competition and Title: Special Educators: Transition Personnel Training

Project Number: H029B10023
Amount: $76,814
Grant Period: 9/1/91 - 8/31/94

During the three years of this project a total of 36 professionals who provide transition programs and employment services to adolescents and young adults who have mild to severe disabilities will complete a 33-credit graduate program leading to the Master of Science in Education degree or the Certificate of Advanced Study in Education. Two groups of 18 trainees each will participate in the project. Each training group will be comprised of secondary level special education teachers and employment specialists from adult services agencies. To promote interagency collaboration and the development of model sites, the trainees will be drawn from high schools and adult services agencies in the Baltimore metropolitan area, Anne Arundel County, and Charles County that provide services to a common population of students and clients. The trainees will receive tuition scholarships in the amount of 75% of tuition costs. The training program wll employ a comprehensive competency-based curriculum that encompasses the extensive range of knowledge and skills that have been socially validated and/or shown to be correlated with the successful post-school adjustment of students with disabilities.

Extensive evaluative data assessing trainee performance and the relevance of the competencies that comprise the curriculum will be obtained while the trainees are involved in the program and following their graduation. Information regarding the project will be disseminated locally and on a national basis. A project Advisory Committee consisting of administrators and supervisors from the participating schools and agencies, representatives from the Maryland State Department of Education, students enrolled in the program, and professionals who are involved in transition/employment programming will play a key role in project implementation and evaluation, in supporting the activities of the trainees at their work sites, and in promoting the adoption of improved strategies by other schools and agencies.

DPP Transition Project

Institution: University of Maryland
Lee Building, Room 2103
College Park, Maryland 20742

Project Director: Debra Neubert
Telephone Number: (301) 454-2118
Competition and Title: Special Educators: Personnel Preparation Project to Train Secondary and Transition Special Educators

Project Number: H029B00196
Amount: $70,304
Grant Period: 9/1/90 - 8/31/93

The proposed project addresses the need for training certified and highly qualified secondary special education teachers who can provide a range of transition related instruction and services to students with mild, moderate and severe disabilities. The proposal is designed to develop, implement, and evaluate a master's training program to prepare transition practitioners. The proposed program is a two-year (four semester, 36 credit hour) program which will allow the trainee to graduate with a Master of Arts degree and special education certification endorsement in the State of Maryland with an emphasis in Secondary and Transition programming. The proposed program includes interdisciplinary graduate level coursework and extensive field experiences. The monies requested will be used to provide assistantships to promising professionals enrolled in the program and to support staff who will supervise practica, develop materials, teach coursework, and evaluate the program.

The goals of the program are to prepare personnel who:

(a) can establish and maintain individual transition plans for individuals with disabilities at the secondary level;

(b) are competent in developing, conducting and interpreting the results of functional assessment techniques related to transition programming;

(c) can locate, develop, and monitor job placement and vocational training sites for individuals with disabilities;

(d) can apply the principles of behavior theory, instructional methods, generalization, and maintenance techniques and data based procedures;

(e) are competent in developing social skill training programs related to job skills;

(f) are competent in designing instruction related to independent living skills;

(g) are competent in working with parents of disabled individuals;

(h) are competent in developing cooperative relationships with employers, school, and community-based personnel;

(i) are capable of critically evaluating and applying the experimental literature on transition practices and models;

(j) are capable of experimentally evaluating the effectiveness of their instructional methodologies; and

(k) are effective advocates for establishing appropriate vocational employment placements/services for individuals with a range of disabilities at the secondary level.

DPP Transition Projects

Institution: Boston University
881 Commonwealth Avenue
Boston, Massachusetts 02215

Project Director: Norman Hursh
Telephone Number: (617) 353-2709
Competition and Title: Related Services: Master's Level Training Rehabilitation Counselors in Special Education

Project Number: H029F10035
Amount: $67,712
Grant Period: 9/1/91 - 8/31/94

This project will focus on training Rehabilitation Counselors to work in special education settings to provide transition services to students with disabilities. The training model combines academic coursework, multidisciplinary training, and internship experiences in special education settings to assist students with disabilities to assume successful adult roles upon graduation. Rehabilitation counseling students who will be recruited and selected for this program will have a strong commitment to work with special edcuation students, especially students with varied racial, ethnic or minority status.

The emphasis of the two year Master Level program will be on the acquisition and application of the comprehensive skills that enhance the transition of students with disabilities to employment, independent living, and post secondary education settings. Students will learn specific transition interventions, as well as coordination of family member involvement, special education services, adult services, and post secondary education services within the transition process.

Programmatic components of the grant will include: recruitment strategies to retrain teachers not currently in the work force, utilizing traineeships to attract minority applicants and persons with a disability; involvement of graduate students with racial, ethnic, and language minority students with disabilities; utilization of assistive devices and high/low technology in the classroom, workplace and community; interdisciplinary training to include special education, vocational rehabilitation, industry, and post secondary edcuation support professional. This aspect of the program will maximize the impact of the training program on the field and improve transition services to students with disabilities.

DPP Transition Project

Institution: Simmons College
300 The Fenway
Boston, Massachusetts 02115

Project Director: Elizabeth Flemming
Telephone Number: (617) 738-2157
Competition and Title: Special Educators: Prepare Teachers to serve the Needs of Severely Impaired Learners, Pre-School thru Age Twenty-Two

Project Number: H029B90305
Amount: $80,000
Grant Period: 8/1/89 - 7/31/94

The Simmons College Taining Program in Severe Special Needs requests support under CFDA No. 84.029B, Preparation of Special Educators, to continue our program to prepare teachers to serve the needs of severely impaired learners, pre-school through age twenty-two. We are requesting funds to provide financial assistance to graduate trainees for a five-year period.

The Training Program emphasizes the preparation of special needs clients for competitive employment and community living. We train special educators in a pre-service, competency-based program to design and implement for these learners both functional, age-appropriate curricula and service/employability plans which will lead to greater independence and, ultimately, competitive employment.

The major goals of the program are (1) to increase opportunities for learners with severe special needs to obtain instruction in nonschool ("natural") environments and to become integrated into neighborhood schools and activities; and (2) to increase the number of learners with severe special needs who receive on-site work training designed to prepare them to enter competitive employment before or upon completion of public schooling. We will prepare approximately eighty undergraduate and graduate trainees for certification by the Commonwealth of Massachusetts as Teachers of - Children with Severe Special Needs, N-12, over the next five years.

Incorporated within the College's Department of Education and Human Services, the Training Program offers both a concentration in severe special needs to undergraduate education majors, and a two-year master's degree-level program for graduate students. In existence for two years, preceded by a three-year in-service training project, the Simmons College Training Program in Severe Special Needs encompasses coursework, fieldwork and practica experiences. It is administered by Simmons College faculty, assisted by an Advisory Council representative of the special education profession and the local community.

DPP Transition Projects

Institution: University of Massachusetts
Harbor Campus
Boston, Massachusetts 02125

Project Director: William Kiernan
Telephone Number: (617) 287-5709
Competition and Title: Special Educators: Preparation of Personnel in Secondary Special Education with an Emphasis on Transition to Work and Adult Living

Project Number: H029B10232
Amount: $49,490
Grant Period: 9/1/91 - 8/31/94

This project will further enhance the ability of the Department of Education, Division of Special Education at the University of Massachusetts at Boston to respond to the needs of students with special needs at the secondary level. The resources provided through this request will enhance the existing Master's Program in Secondary Special Education by adding an emphasis on transition and life planning. This proposal is designed to respond to the changing role of special education at the secondary level. The impact of these project activities will be felt in the local public schools where the need for educators who can facilitate transition at the secondary level has become critical. Assistance in transition at the secondary level is a top priority in Massachusetts. The role of the state university in providing qualified teachers for public schools has been well established.

The project will provide preservice training in secondary special education with an emphasis on transition and life planning, Special education, regular edcuation, education administration, education psychology, and other students in related fields at the University of Massachusetts at Boston will benefit from this program. A total of 36 students will be graduated over the three year project period, 45 students will complete their elementary special education, general education, rehabilitation counselling or related services degrees with an orientation in transition to work and adult life (at least one core course taken by these students). More than 550 professionals in education and adult services will benefit from the inservice training activities of this project.

The course sequence will accommodate educators in the area of moderate special needs at the secondary level. Additionally, the core courses will serve as electives for students in special education, general education and related fields. The University will provide tuition support for students.

DPP Transition Project

Institution: Wayne State University
1064 Mackenzie Hall
Detroit, Michigan 48202

Project Director: Sharon Field
Telephone Number: (313) 577-2654
Competition and Title: Transition: Preparation of personnel for Transition of Handicapped Youth to Adult and Working Life

Project Number: H029G00020
Amount: $74,574
Grant Period: 7/1/90 - 6/30/93

This proposal is to support the development and implementation of a master's degree program in Special Education. This program will prepare personnel who will work in secondary school settings to help students with disabilities successfully make the transition from school to employment and community life. The program will be operated in conjunction with master's degree programs which prepare individuals to assume roles as rehabilitation counselors and in adult service agencies. Thus, the program will have a strong interdisciplinary emphasis. Students participating in this program will take coursework with students who represent diverse backgrounds and who are preparing to work in a variety of settings.

Students who graduate from this program will be prepared to develop and provide relevant community-based instruction and functional skills training to students in secondary schools; to initiate and engage in effective individualized transition planning for students with disabilities; and to work effectively with community agencies, employers, parents and others who facilitate the successful transition of students with disabilities. Students will receive training in these skills through a combination of academic coursework in special education, rehabilitation counseling and other related disciplines and through field experiences which are individually planned to meet the needs of each student. A strong emphasis will be placed on field experiences. Each student will participate in a minimum of two field experiences which will include experience in secondary educational settings and in adult service agencies which support the transition from school to work and community living. All instructional activities will be competency based. It is projected that at least 45 students (15 each year) will be prepared through the project. These students will assume positions in secondary educational settings and will assert leadership to promote the development of successful transition programs and services for students with disabilities.

DPP Transition Project

Institution: University of Minnesota
1100 Washington Avenue, Suite 201
Minneapolis, Minnesota 55415-1226

Project Director: Robert H. Bruininks
Telephone Number: (612) 624-5720
Competition and Title: Transition: Minnesota Interdisciplinary Transition Specialist Training Program

Project Number: H029G00032
Amount: $61,437
Grant Period: 9/1/90 - 8/31/93

The Minnesota Interdisciplinary Transition Specialist Training Program at the University of Minnesota will be conducted by the Department of Educational Psychology/Special Education, through the Institute on Community Integration. The overall purpose of the project is to prepare a cadre of professionals at the M.A. and M.Ed. graduate levels who will undertake careers in secondary special education to address the needs of students with moderate/severe handicaps (mental retardation, seriously emotionally disturbed, multi-handicapped) in successfully making the transition from school to post secondary education, employment and community living.

An interdisciplinary faculty advisory committee will develop a carefully structured and intensive program of study and applied experiences for project trainees. The preservice training program will include several components:

(a) in-depth interdisciplinary course work that provides trainees with specific foundations, principles and expertise in special education and related fields (e.g., social work, vocational education, family studies, etc.) that address the service needs of youth and adults with moderate/severe handicaps;

(b) development and monitoring of individual trainee learning plans in consultation with interdisciplinary faculty to assure that all trainees receive multidisciplined advisement;

(c) intensively supervised practicum experiences for trainees in secondary school settings in which innovative transition service strategies are presently in place;

(d) ongoing evaluation of trainee progress by advisors and the interdisciplinary faculty advisory committee; and

(e) development of course modules and training resources for adoption within the preservice graduate training program in special education.

In 1986, the Department of Educational Psychology began an initial preservice training program to prepare teachers to transition students with moderate/severe handicaps. Additional resources are presently needed to operate the proposed program beyond those currently available at the University of Minnesota. Resources are specifically needed to continue to:

(a) upgrade graduate degree and licensure program courses to address the transition service needs of a broader range of students with moderate/severe handicaps; (e.g., seriously emotionally disturbed);

(b) provide added intensive practicum experiences and student interactions with key faculty and staff involved in a variety of federal and state research and demonstration projects on transition within the Institute on Community Integration; and

(c) involve core faculty and staff in the Department of Educational Psychology/Special Education and Institute on Community Integration who have special expertise in severe handicaps. These faculty and staff would have the overall responsibility of incorporating all proposed program development activities within the graduate training program in special education at the University of Minnesota. This would assure that an ongoing emphasis on transition for students with moderate/severe handicaps is maintained beyond this period of federal funding. Federal resources are also needed for continued opportunities to recruit and support graduate trainees of high ability and commitment to the education of secondary students with moderate/severe handicaps and their families during the critical transition years.

DPP Transition Projects

Institution: University of Minnesota
Institute on Community Integration
Department of Psychoeducational Studies
101 Pattee Hall
150 Pillsbury Drive
Minneapolis, Minnesota 55455

Project Director: Jennifer York
Telephone Number: (612) 625-6387
Competition and Title: Special Project, Fiscal Year 1991
Inservice Training Modules to help Secondary Special Educators meet the normalization needs of Youth

Project Number: H029K10034
Amount: $113,678
Grant Period: 9/1/91 - 8/30/94

With the increasing emergence of transition and inclusion issues in the field of special education, many secondary educators have had to re-examine their programs, moving away from traditional models of service delivery to seek more effective ways of helping youth to become involved, productive members of the community. And while many are keenly aware of theneed to change current delivery systems to meet best practices criteria, statewide personnel survey data reveal that both special and general education teachers feel inadequately prepared to meet this challenge, indicating significant training needs in the areas of inclusive school programs, transition to postsecondary options and cooperative/collaborative planning techniques. Similar concerns can be found on a national scale as well, with many experts in the field pointing out the obvious discrepancies that exist between policy and practice, some suggesting that what is needed is a complete restructuring of the special education system.

This project is designed to help secondary educators address their training needs through a conceptual model based on the principles of normalization. Implicit within this principle is the assumption that the entire process of educating youth with disabilities extends far beyond the classroom, requiring that secondary educators acquire a much more extensive repertoire of skills to planna nd coordinate the individualized programs that include input from adult service providers in the community.

In this sense, secondary educators must adopt a more diverse "resource" role, one that helps youth with disabilities to achieve an end based on normalized school and community living experiences.

Because it is an elegant concept which encompasses the aims of both transition and inclusion -- the very reason why cross-disciplinary teams plan postsecndary options for students -- the principle of normalization will serve as the nucleus from which a series of inservice training modules will be developed during the course of this project.

Throughout the 60-month project period, the Institute on Community Integration of the University of Minnesota, in cooperation with the Rum River Education Cooperative, will develop nine inservice training modules that will help secndary educators to meet the normalization needs of youth through the development of collaborative, cross-disciplinary plans. The methodology employed to produce these modules will be based on an educational research and development approach developed by the Far West Laboratory for Educational Research and Development. This design, comprised of a series of stepwise R&D cycles, will give project investigators a framework for implementing project activities leading to inservice training products in the areas of: collaborative team processes, functional curriculum in the classroom, strategies for promoting self determination, and increasing opportunities for productive living within the community. Although the group targeted to receive inservice training from these modules will be general and special secondary educational personnel, needs assessment data, along with other sources oof input will be sought from adult service providers within the community, as well. Through this process, project investigators believe that the training modules will give secondary teachers a much broader understanding of the roles and responsibilities of personnel outside the immediate realm of the school setting.

Three modules will be developed per year for the first three years, with rotating cycles of field testing and product evaluation activities. The design of the evaluation will be a modified version of the one used by Brinkerhoff, Brethower, Hluchyj, and Nowakowski for appraising the effectiveness and impact of inservice methods and materials. In addition to this evaluation component, the project evaluator will also conduct a series of evaluation activities by using a nonequivalent control group design as a means of obtaining additional quantitative information. Finally, a multiple audience dissemination plan is described to ensure widespread information and dissemination activities with regard to the products that will be developed.

DPP Transition Project

Institution: University of Southern Mississippi
Southern Station, Box 5115
Hattiesburg, Mississippi 39405

Project Director: James Siders
Telephone Number: (601) 266-5163
Competition and Title: Transition: Transition Specialist Personnel Preparation

Project Number: H029G00014
Amount: $76,840
Grant Period: 8/15/90 -8/14/93

This application proposes that the Department of Special Education, in cooperation with the Mississippi University Affiliated Program, at the University of Southern Mississippi offer a specialization in transition planning and service delivery. The program will target upper-level undergraduate and graduate level students in special education, social and rehabilitation services, and vocational/technical education. The Transition Specialist Program will provide coursework and supervised practical experience to a minimum of 45 students over the duration of the program. These students will enroll in the Transition Specialist Program and complete a core sequence of interdisciplinary coursework. The proposed training program will also require students to enroll in a formal, supervised practicum, focused on administrative and direct service features of transitional programming.

Funding for this proposal will support the establishment of a Transition Specialist Program that will focus on interdisciplinary training of special education, social and rehabilitation, and vocational/technical education students to be prepared to assist in all facets of the transition process. The primary theme of the program will be pooling efforts and resources toward the common goal of effectively implementing services to facilitate the transition of youth with handicaps from school to work and adult life in the community.

DPP Transition Projects

Institution: University of Missouri
310 Jesse Hall
Columbia, Missouri 65211

Project Director: Kenneth Bittner
Telephone Number: (314) 882-7560
Competition and Title: Special Educators: Preparation of Transition Specialists

Project Number: H029B10043
Amount: $93,510
Grant Period: 9/1/91 - 8/31/94

The major objective of this project is to prepare preservice transition specialists who possess a broad base of skills necessary for effecting the transition of disabled youths from school to work and adult settings. Over the 3 years proposed for funding, the project is expected to recruit and train 24 transition specialists, beginning with 16 in the first project year.

Program graduates will receive a master's level degree in Special Education with a specialization in post secondary transition. This will be accomplished through a multidisciplinary plan of study including courses in Special Education, Vocational Rehabilitation, Vocational Education, and Industrial Psychology.

Objectives of the program include the development of:

A conceptual and practical background in issues and methodology relating to the transition of disabled youths to work and adult life.

An understanding of litigation and legislation that relates to the transition of disabled youths to work and adult life.

A functional knowledge of the scope, purpose, and operation of county, state and federal social service agencies associated with the transition of disabled youths to work and adult life.

A functional knowledge of trends and practices in business and industry as they relate to the transtion of disabled youths to work settings.

A functional understanding of the development, implementation, and evaluation of transition plans for secondary aged disabled youths.

An ability to provide on-the-job training for a disabled youth working in business and industry.

DPP Transition Project

Institution: University of Missouri
305 Jesse Hall
Columbia, Missouri 65211

Project Director: Donn Brolin
Telephone Number: (314) 882-7775
Competition and Title: Special Projects: LCCE Distance Learning Training Program

Project Number: H029K00056
Amount: $84,348
Grant Period: 7/1/90 - 6/30/93

This proposal is to develop a model personnel preparation training program utilizing satellite distance learning technology. The prototype will train educators in rural and urban areas how to develop and implement a functional curriculum for students (K-12) with moderate to mild handicaps. The project is intended to meet the growing demand to train large numbers of educators to prepare their students for community and employment success.

The majority of former special education students experience a poor adjustment to family/community living and working after leaving school. Most have extreme problems attaining satisfactory personal-social relationships. It has become more recognized that basic academic skills coupled with functional skills training--at school, home, and community settings--needs to be made an integral part of all special education students' curricula.

Program Content. The model to be developed will be a two-semester course consisting of 15-three hour video/audio interactive sessions on various topics related to transition and functional curriculum using the Life-Centered Career Education (LCCE) curricula as a central core. Fifteen 10-minute video-tapes will be developed at numerous school districts that have implemented the LCCE functional curriculum approach. Thus, trainees can view and hear how others have implemented it. Site facilitators will coordinate and monitor class activities of trainees in several sites in Missouri and West Virginia. Trainees will develop implementation plans during class sessions and engage in various implementation activities in their schools between class meetings. Course instructors will be available for telephone conferencing and also to review and evaluate trainee materials.

Plan of Operation. The prototype training program will be developed and transmitted with the technical facilities available from the Educational Satellite Network, the Department of Public Instruction (Telecommunications Section) in Missouri and the Satellite Network of West Virginia.

The two state special education agencies have pledged their support of the project which will be operated out of the University of Missouri-Columbia with staff highly experienced in functional skills curriculum. Two highly respected educators from the University of West Virginia College of Graduate Studies will provide considerable assistance in technical and instructional development, transmit and field-test the program in their state. The training course will be presented in Missouri and West Virginia twice. The second course to new trainees will be the revised version.

Results or Benefits. This three-year project will result in a field-tested and validated distance learning training program model which can be replicated and transmitted anywhere throughout the country. Its products will include an Instructor's Manual, demonstration video tapes, handouts, assignments, and other training materials that will permit any IHE or SEA to intensively train school personnel to implement a functional curriculum approach.

DPP Transition Projects

Institution: University of Missouri
Department of Special Education
310 Jesse Hall
Columbia, Missouri 65211

Project Director: Patrick J. Schloss
Telephone Number: (314) 882-0564
Competition and Title: Leadership Project,
Preparation of Professors in Secondary
Special Education and Transition
Project Number: H029D10075
Amount: $102,304
Grant Period: 9/1/91 - 8/31/96

This project will prepare professors who possess cognitive and practical competencies as well as applied research skills necessary to fill available university positions in secondary special education/tranisition. The project is expected to recruit and train 18 transition scholars, beginning with 12 in the first year. The anticipated project duration is six years, five of which are supported by the DPP grant and the remaining supported as an institutional commitment by the University of Missouri.

Program graduaters will receive a doctorate in special education, with a specialization in secondary special education/transition. Competencies include:

* Conceptual and practical background in secondary education/transition;

* Secondary education/transition research (conceptualization, design, management, analysis and reporting).

* Scholarship (critical reading of transition literature, integration of transition literature, writing and speaking).

* Teaching (establishing objectives and educational experiences for undergraduates and graduate level secondary special education issues and methods courses).

* Professional service (contributing to educational, vocational/technical, mental health, rehabilitation, and other social service agencies concerned for secondary special education and community transition).

Basic requirements include: completion of 18-24 credits of coursework in special education transition methods; a minimum of 36 credits in special education (18 of which will be transition related, plus 18 credits in vocational education and rehabilitation); the completion of a research support requirement satisfied in part through the publication of a research paper; written and oral examinations; the conceptualization, implementation, and report of independent dissertation research that addresses a significant question related to post secondary transition.

DPP Transition Projects

Institution: University of Missouri
310 Jesse Hall
Columbia, Missouri 65211

Project Director: Sandra Alper
Telephone Number: (314) 882-0565
Competition and Title: Leadership:

Project Number: H029D10083
Amount: $104,467
Grant Period: 8/1/91 - 8/30/94

The primary objective of this project is to implement a Doctoral level training program to prepare researchers and teacher trainers to provide leadership in communitization for persons experiencing severe disabilities. Communitization (Antonak & Mulick, 1987) refers to developing, implementing, and evaluating community-based services for persons with severe handicapping conditions. Researchers and teacher trainers completing this program would gain the cognitive, research, and practical skills necessary to resolve themany empirical questions and logistical obstacles which prevent the vast majority of persons labeled severely handicapped from full participation in the community. The project is expected to recruit and begin to train 6 full-time and 6 part-time communitization scholars during the first year.

Graduates of the leadership training program in communitization would receive a doctorate in Special Education. The focus of the program is on full participation of persons with severe handicapping conditions of all ages in integrated community settings. Related competencies will include: conceptual and practical knowledge in communitization practices, quantitativeand qualitative research methodologies, and critical issues. Critical reading and analysis of communitization literature, technical writing, and public speaking before professional audiences will be addressed as well.

Communitization scholars will be prepared to assume faculty positions within university environments as well as provide consultation to public and private agencies in the field. A unique and vital part of their training will consist of a mentorship during which each student will have the opportunity to work directly with a nationally recognized expert in some aspect of communitization.

Students may opt to complete the mentorship with an established scholar within either a university setting of a federal or state level educational, vocational, rehabilitation,or advocacy agency. The leadership training program in communitization establishes these requirements: the completion of 18-24 credit hours in communitization methods; 36 credits in Special Education and related fields; completion of a research support area culminating in a research paper published in a referred journal; written and oral comprehensive examinations, and successful completion of the doctoral dissertation focused on a significant research question related to communitization.

DPP Transition Project

Institution: Eastern Montana College
1500 North 30th Street
Billings, Montana 59101

Project Director: T. Powell
Telephone Number: (406) 657-2070
Competition and Title: Preparation of Personnel for Transition: A training program to prepare employment specialists to work with students experiencing severe handicaps

Project Number: H029G90002
Amount: $80,532
Grant Period: 8/15/89 - 8/14/93

This project focuses on the development of a preservice training program at Eastern Montana College designed to prepare employment specialists, sometimes referred to as job coaches, to work with students experiencing severe handicaps. The proposed project will augment and extend an already existing program at the college that prepares students for paraprofessional careers with individuals with handicaps. The program provides a concentration in supported employment related to developmental disabilities. The personnel preparation program proposed seeks to provide quality preservice experiences for future job coaches who will be employed in secondary schools in suburban and rural areas throughout Montana.

This project addresses the following four major goals:

1. Enhance and extend the associate degree program by developing a concentration to train supported employment specialists.

2. Select and train students within the employment specialists program.

3. Develop and implement program courses and practica experiences specifically related to community employment opportunities for persons with severe handicaps.

4. Disseminate information about the employment specialist training program.

This project will enhance the quality of life for persons with severe handicaps by enabling them to be employed in their local community with the supports needed. Given the impending shortage of trained employment specialists, this program will train 40 individuals by its final year, and provide them with the competencies by which to adequately promote community integration for persons with severe handicaps, particularly in the work force.

DPP Transition Projects

Institution: University of New Mexico
Albuquerque, New Mexico 87131

Project Director: Ginger Blalock
Telephone Number: (505) 277-5018
Competition and Title: Special Educators: Transition Specialist Training Project

Project Number: H029B10235
Amount: $98,821
Grant Period: 9/1/91 - 8/31/94

The University of New Mexico (UNM) Department of Special Education, in collaboration with several agencies, proposes to develop, implement, and evaluate a project that prepares personnel in best practices in the transition of students with disabilities into supportive/competitive employment and/or postsecondary education options. The proposed project will involve, in addition to UNM Special and Vocational Education, the Albuquerque Public Schools' Transition Services Project, the N.M. Department of Edcuation's Special Education Unit and Vocational-Technical Education Unit, the Division of Vocational Rehabilitation, and the New Mexico Department of Labor. Over thirty local education agencies which are presently either conducting or receiving awareness training in transition along with those state agencies will also participate, with the former group comprised of demonstration sites who were part of New Mexico's 1989-90 School to Work Transition Project.

An initial transition training needs indicates several districts wishing to participate, with a taarget number of twelve cluster sites annually to be selected via an application process. Within those participating regions, individual trainees from appropriately diverse ethnic and professional representation will be identified from a variety of current roles (secondary special education teachers, work-study teachers, vocational educators, counselors, rehabilitation counselors, adult service providers, postsecondary special services personnel, paraprofessionals, and parents). An overall team-based problem-solving approach will be the underlying philosophy of the training components.

Based on the existing needs assessment and Statewide Follow-up Study data, special emphasis in the training will be placed on the components such as student and family involvement, community and student assessment, fucntional curriculum, integration into vocational education, community-based vocational placements, collaboration with rehabilitation and assistive technology resources, collaboration with adult and postsecondary service providers, training in vocational assessment strategies, job development and coaching, and training, use & supervision of paraprofessional job coaches.

Outcomes for the project will include several items useful for evaluation: new and modified curricula and manuals, community placements and job sites, transition teams, vocational assessments, individualized transition plans, and access to adult services.

Outreach efforts will include all geographic quadrants of the state in order to establish cluster training sites which nearby districts can reach easily and which can promote geographically-oriented support systems. The proposed training will take place primarily at rural sites, with an initial main campus visit, a possible final campus visit, and summer institutes planned as well. Both traditional and nontraditional methodology and distance education means will be used to reach many remote areas of the state and participants from many walks of life. In addition, infusion of a networking system that includes follow-along support will be an integral part of the project. Each individual trainee's program of study will lead toward the appropriate degree or license, ranging from Associate of Arts Degree to special education licensure to a Master's Education Specialist's Degree.

DPP Transition Project

Institution: Long Island University
C.W. Post Campus
Brookville, New York 11548

Project Director: Dianne Berkell, P.D.
Telephone Number: (516) 299-2245
Competition and Title: Transition: Preparing Special Educators with Concentrations in Autism and Developmental Disabilities Community Integration and TRansition from School to Work

Project Number: H029G90021
Amount: $80,000
Grant Period: 9/1/89 - 8/31/92

This project will establish a Master's Degree level program in Special Education with concentrations in autism and severe developmental disabilities, community integration, and transition from school to work. Differing significantly from traditional special education teacher trainning practices, the program will:

1. focus on the preparation of teachers to facilitate the transition from school to adult living and employment for students with autism and severe developmental disabilities,

2. include interdisciplinary coursework and experiences with a strong emphasis on interagency collaboration, and

3. provide ongoing supervised field experiences in community-based instructional settings.

The project will help to redirect personnel preparation efforts in order to strengthen the connection between preservice training and the current and emerging educational environments in New York State and across the Nation. The grant recipient will be Long Island University, C.W. Post Campus. Three diverse loal education agencies will participate, serving as observation and practicum sites. In addition, representatives from several state and local service delivery agencies will be actively involved.

Throughout the Master's Program a combination of university, school-based, and community-based experiences will be provided. Students will learn from lecture, research, observation, and intensive supervised hands-on experiences with children and youth.

They will develop skill in interacting with students, parents, school personnel, and professionals from a variety of disciplines and agencies, such as the Office of Vocational Rehabilitation, the Office of Mental Retardation and Developmental Disabilities, and the Office of Mental Health.

In short, students within the program will develop a solid knowledge base and build competencies necessary for preparing children and youth with severe disabilities to become active, contributing members of their communities. The program will help to meet the critical need, in New York State, for teachers of students with autism and other severe developmental disabilities.

DPP Transition Project

Institution: SUNY/BUFFALO
P.O. Box 9
Albany, New York 12201

Project Director: Carmen Iannaccone
Telephone Number: (716) 878-5312
Competition and Title: Special Educators: Preparation of Secondary Education and Special Educators for Special Needs Academic and Career Education Programs

Project Number: H029B90066
Amount: $80,000
Grant Period: 8/1/89 - 7/31/92

This project is founded on the premise that secondary-level special education programs must be modified in order to more vividly facilitate academic achievement, career and vocational education and community transition of handicapped youth. This project will develop a preparation program for secondary special education personnel at the Master's level. It will be a three year program that prepares secondary special educators in effective academic subject matter construction; fosters the acquisition of collaborative consultation competence between general education, career and vocational education special education and transitional practices. Specific focus will be targeted to prepare secondary teachers to function in minority and multicultural secondary education settings.

This project will prepare 30 secondary special education teachers. The secondary special education emphasis will include coursework and practica associated with secondary subject matter content areas, effective instructional designs, collaborative consultation, career and vocational education and community transition. Students will participate in a variety of seminars linked to their practica, fostering discourse with professionals who fufill diverse role functions. It is expected that the project will be developed into permanent training programs at S.U.C.B.

DPP Transition Projects

Institution: SUNY/New Paltz
HAB 805
Paltz, NY 12561

Project Director: Joseph Trippi
Telephone Number: 914-257-2830
Competition and Title: Correctional/Special Education Teacher Training Project

Project Number: H029B10220
Amount: $91,345
Grant Period: 7/1/91 - 8/31/94

The aim of this proposal is to develop a training program for the preparation of special educators to serve disabled youth and young adults who are under the jurisdiction of the correctional system. These are incarcerated youthful offenders who are learning disabled, mentally retarded, functionally illiterate, vision or hearing impaired, or otherwise disabled.

There is a significant and persisting need for trained professionals to work with the growing numbers of youth who are b eing incarcerated, most of whom, if in public schools, would be eligible for special educational services. This is an area in which the demand has traditionally exceeded the supply of qualified personnel. This need is especially critical locally in that within the New Paltz College's geographical service area is one of the largest concentrations of juvenile and adult correctional facilities in the country. There are eighteen at present. Given the current trend, this number may very well increase.

The program brings together resources from the College, community agencies, state and local correctional facilities, and other agencies devoted to the rehabilitation, education, and vocational training of delinquent youth. Graduates will complete the program with a masters degree in Education and with certification in Special Education with specialization in teaching adjudicated youth. Graduates of the program will also be qualified to work in a wide range of related agencies and programs such as delinquency prevention, youth and family services, half-way houses, parole counseling, and advocacy of juvenile offenders. The program builds upon considerable previous experience gained from offering a similar training sequence as well as a long history of working with the correctional facilities in our region. The program thus provides for training the specialized personnel needed in order to make a significant impact on a critical situation in the correction systems.

DPP Transition Project

Institution: Kent State University
P.O. Box 9
Albany, New York 12201

Project Director J. Robinson/R. Flexner
Telephone Number: (716) 878-5312
Competition and Title: Interdisciplinary Transition Leadership Training

Project Number: H029G90015
Amount: $80,000
Grant Period: 8/15/89 - 8/14/92

This project is designed to train four full-time and eight part-time doctoral students a year in an interdisciplinary (SPED, VOED, RHAB) transition leadership training program. Each student will be expected to develop and display the following:

1. Practitioner expertise and certification/leisure in at least two of the disciplines (SPED, VOED, RHAB).

2. Extensive Research & Development (R&D) skills.

3. Application of these R&D skills to the training of individuals with handicaps from school to the world of (non-sheltered) employment.

4. The ability to design, develop, implement, and evaluate:

   (a) University based transition related interdisciplinary personnel preparation programs; and/or

   (b) SEA/LEA based transition programs which articulate interdisciplinary efforts.

Kent State has fully accredited programs in SPED and VOED from the bachelors through the doctoral level, and in RHAB at the Masters and doctoral levels and have been working on interdisciplinary programs in transition personnel training since the early seventies. An extensive cadre of hard-money funded senior faculty are available to implement this project.

Our major need is for monies to fund full and part-time students in this program which, because of the R&D, transition and interdisciplinary focus, has a scope which exceeds that of most Ph.D. programs at Kent and elsewhere.

DPP Transition Project

Institution: Kent State University
Lowry Hall, Room 233
Kent, Ohio 44242

Project Director: Robert Flexner
Telephone Number: (216) 672-2662
Competition and Title: Special Educators: Interdisciplinary Field-Based Preservice Training in Transition Services for Severely Handicapped

Project Number: H029B00218
Amount: $79,437
Grant Period: 8/1/90 - 7/31/93

This application seeks support (for three years) to prepare 21 masters level professionals to function as transitional coordinators in secondary and vocational programs for persons with severe handicaps. The preparation provides competencies to perform roles and tasks involved in vocational and related instruction in community-based settings and in transitional planning, services and coordination. The model is interdisciplinary across VOED, SPED, REHAB and integrates coursework with field-based application of competencies. Trainees will be skilled in achieving quality employment and community living outcomes for youth who are severely handicapped. In order to accomplish this purpose and implement the training approach of this project, the principal goals will be:

1. To prepare interdisciplinary trainees to effectively design, implement and evaluate community-based instructional and VOED programs with youth who are severely handicapped

2. To prepare interdisciplinary trainees to work effectively as transitional team leaders in collaboration with parents, consumers, school staff and professionals from adult service systems through appropriate coursework.

3. To insure attainment of interdisciplinary and specific instructional and transitional competencies through combined didactic and field-based practicum experiences.

4. To enable trainees to conduct appropriate research/evaluation to establish the effectiveness of vocational/transitional program interventions.

5. To disseminate information concerning training methods and other program features that contribute to the knowledge base concerning effective preparation of personnel involved with youth who are severely handicapped.

Because of the failure of Special Education in achieving quality outcomes for many graduates, efforts at the secondary and post-secondary level need to be intensified, including the preparation of professionals to organize new models of service delivery and to insure access to preparation for work and community living. The competencies of a coordinator are outlined, and how to train and verify them is established in this proposal. Procedures are described which will establish cooperative efforts between this training program and exemplary sites in provision of the field-based component.

DPP Transition Project

Institution: Ohio State University
1314 Kinnear Road
Columbus, Ohio 43210

Project Director: Dr. Joan Friedenburg
Telephone Number: (614) 292-4353
Competition and Title: Special Projects: Training Personnel for the Education of the Handicapped

Project Number: H029K90030
Amount: $69,584
Grant Period: 9/1/89 - 8/31/92

Vocational education programs are proven to be instrumental in effecting both dropout prevention and school to work transition for persons with disabilities. In fact, the U.S. Department of Education, Office of Special Education Programs, reported (October 1987) that 56 percent of youth with disabilities require some form of vocational education services, with vocational training being the highest anticipated need.

There is growing evidence that vocational educators are not equipped to serve students with disabilities; and they do not, for the most part, collaborate with special education staff. Recent studies confirm that content about how to serve students with disabilities is not included in the preserve preparation of most vocational educators.

The purpose of this 3-year project is to prepare vocational and special education teacher educators to adapt their preservice curricula to meet the needs of vocational students with disabilities. Specifically, this project will:

1. help vocational teacher edcuators to infuse into their preservice curricula tyye content necessary for aspiring vocational teachers to provide effective vocational services to students with disabilities, and

2. help special teacher educators to infuse into their curricula the content necessary for special educators to emphasize education for employment with their students and involve vocational educators in the IEP process.

These two objectives will be accomplished thorugh on-site training of 100 vocational ans special teacher educators in several regions of the U.S. and the development of a training manual. During this proposed budget period 60 of the 100 will be trained.

DPP Transition Project

Institution: Linn-Benton Community College
6500 S.W. Pacific Boulevard
Albany, Oregon 97321

Project Director: Paula Grigsly
Telephone Number: (503) 928-2361
Competition and Title: Related Services: Train Personnel for the Education of the Handicapped

Project Number: H029F90012
Amount: $68,353
Grant Period: 1/1/90 - 12/31/92

This submission establishes a new training program at Linn-Benton Community College. This training program proposes to train personnel to serve in five types of positions:

1. Residential direct care staff.
2. Residential supervisor
3. Group foster care provider
4. Vocational job coach
5. Vocational supervisor.

The exact numbers to be trained in each category are shown in section 2 of this proposal.

The need within Oregon for trained personnel in these types of positions has exploded to critical dimensions during the past five years. Two factors have caused this expanded need.

The first factor is the commitment by the state of Oregon to support employment and community based vocational training. The state Mental Health Division and State Vocational Rehabilitation have issued a joint policy that all work activity centers and sheltered workshops wil reduce the number of their in-house workers by one-half. This reduction is to be achieved by June 1992. (See Appendix A which provides evidence of this policy). In addition, state policy indicates that every effort would be made that all students who are graduating from school will be placed in non-sheltered community based vocational opportunities.

Thus, these two policy decisions have increased the number of individuals with mild to severe disabilities who will be served in supported employment positions. There are currently no pre-service institutions in Oregon preparing individuals to assume the roles of vocational trainers or job coaches, nor are there any pre-service institutions preparing individuals to be supervisors of supported employment programs.

DPP Transition Project

Institution: Portland State University
P.O. Box 751
Portland, Oregon 97207

Project Director: J. Edwards
Telephone Number: (503) 725-4632
Competition and Title: Transition: Preparation of Personnel for Transition of Youth to Adult and Working Life

Project Number: H029G00021
Amount: $72,786
Grant Period: 9/16/90 - 9/15/93

The major purpose of this proposal is to expand the graduate program in Special Education at Portland State University to meet critical minority professional shortages in the state by training secondary school teachers and other habilitation personnel (work experience teachers, supported work and leisure trainers) for secondary schools preparing youth with handicaps for community placement, work and adult life. Specifically, the funds being requested will enable the university to provide stipends for an estimated thirty qualified instructional and transition specialists over a three year period to work with both mildly and severely handicapped youth as they transition from school to adult life.

In the proposed project, the preparation of secondary school instructional personnel qualified in transition will be accomplished through program emphasis on 1) competency-based teacher education, 2) the criterion of ultimate functioning, 3) competency validation of skills in school, industry, community-based crews, and leisure settings, 4) interagency and interdisciplinary training for vocational rehabilitation counselors and secondary school transition personnel in the same department with crossover practicum and planning sections.

Graduate students taking the Secondary Transition focus will be involved in transdisciplinary cooperation and communications across rehabilitation, education and other social service disciplines. They will be trained to fill the gap that has long existed between public high schools, vocational rehabilitation and mental health agencies, a gap that in the past has left many disabled youth with an uncertain future - either unemployed or underemployed - with few friends and without vital community connections.

DPP Transition Project

Institution: University of Oregon
135 Education Building
Eugene, Oregon 97403

Project Director: Dr. Michael Benz
Telephone Number: (503) 386-3585
Competition and Title: Special Projects:

Project Number: H029K90028
Amount: $106,655
Grant Period: 1/1/90 - 12/31/93

Research clearly documents the importance that school-based vocational and transition services have for improving transition outcomes for students with disabilities. This research is equally clear in documenting the lack of these services in secondary programs. The strategies that must be undertaken to improve the capacity of LEAs to provide these services, as identified by teachers and administrators, include:

(a) hiring staff to coordinate and implement vocational and transition-related programs,

(b) providing in-service training to these school-based staff on how to implement these programs, and

(c) establishing mechanisms by which vocational rehabilitation and LEAs can share the cost and responsibility for these services.

The proejct proposed in this application addresses these needs through the creation of the Youth Transition Program (YTP). The YTP is a collaborative effort between the Oregon Department of Education, the Oregon Division of Vocational Rehabilitation, and the University of Oregon. The YTP includes both a service component and a training component. The service component will be fundedf through funds from the Departments of Education and Vocational Rehabilitation. This proposal will support the training component.

The service program will establish two positions within participating schools: YTP Coordinators and Aides. These school-based persons will work closely with local vocational rehabilitation counselors to insure that participating students with disabilities receive the vocational services necessary while they are in school in order to become competitively employed without on-going support once they leave school.

The University of Oregon, through the project proposed in this application, will provide the training, technical assistance, materials development, and evaluation that is needed to support the YTP. Specifically, the funds provided through this proposal will provide the resources to train the YTP Coordinators and Aides (55 persons total). Through this training and technical assistance, these YTP personnel will provide vocational and transition-related services to approximately 750 students with disabilities.

This proposal will also provide the resources to develop a Procedures Manual that will allow the YTP to be implemented throughout the state of Oregon and nationally once federal funds are withdrawn. The materials and procedures that are developed to train and provide technical assistance to YTP personnel will also be produced as a Training Manual for state-agency staff to use once federal funds are terminated. Finally, through this proposal, the entire YTP will be evaluated including an extensive followup of students served through the program. YTP products and findings will be disseminated nationwide using a variety of strategies.

DPP Transition Project

Institution: University of Oregon
135 Education Building
Eugene, Oregon 97403

Project Director: David Mank
Telephone Number: (503) 346-2477
Competition and Title: Transition: Community Integration Specialist Program

Project Number: H029G00035
Amount: $60,340
Grant Period: 10/1/90 - 9/30/93

The Community Integration Specialist Program addresses the state and national need for skilled personnel who can facilitate the transition from school to work and adult life for students with severe disabilities. The recent focus on transition issues has drawn attention to the needs and potential of students leaving school. Despite this, too few students with severe disabilities leave school with functional community skills needed for adult life in the community. Further, few students graduate to real jobs and adult roles in the community. The transition period in students' lives creates a need for skilled personnel at both ends of the transition bridge: in the school system and in the adult service system. These school and adult service personnel must work together in the interest of individuals.

The Community Integration Specialist (CIS) Program draws upon existing expertise at the University of Oregon related to school services and integrated adult community services. It includes information and expertise across disciplines, including Human Services, Business, Psychology,a nd Sociology, as well as Special Education and Rehabilitation. The project is unique in its ability to take advantage of nationally recognized programs in secondary special education and post-school employment services for persons with severe disabilities in the greater Eugene, Oregon area. The project will prepare professionals to fill a variety of roles related to the critical period of transition from school to adult life.

The Community Integration Specialist Program will prepare transition professionals through a mix of coursework, field experiences, and competency development tasks carried out in real world settings. The project will also result in a training program useful for other personnel preparation programs that includes competency lists, course materials, and practicum procedures.

DPP Transition Project

Institution: University of Oregon
175 College of Education
Eugene, Oregon 97403

Project Director: Andrew S. Halpern
Telephone Number: (503) 346-3585
Competition and Title: Special Educators: Secondary Special Education Teacher Training Program

Project Number: H029B00086
Amount: $59,511
Grant Period: 7/1/90 - 6/30/93

The purpose of this project is to train secondary special education teachers who will provide students with mild disabilities with an appropriate middle and high school education, and will facilitate their transition from school into adult life in their communities. The proposed teacher training program includes both certification and masters degree components, and is structured in a manner that encourages students to obtain both.

The development of a curriculum for this training program emerged from a careful assessment of needs in the field. This effort began with a study of all secondary special education programs in Oregon, yielding an extensive analysis of current strengths and weaknesses as well as a profile of needs that must be addressed in both pre-service and in-service training programs. A consortium of administrators, teachers, students, parents, and employers also participated actively and extensively in the original design of the program.

Opportunities are provided for students to obtain both Oregon certification with a secondary emphasis and/or a masters degree in secondary special education. The program is organized around 24 desired teacher competencies that emerged from the initial needs assessment activities as well as subsequent evaluations of program implementation. Emphasis is placed on teaching pupils with disabilities in the least restrictive environment, and community-based instruction is often incorporated, especially when the focus of instruction is on independent living and/or vocational skills.

There are several features of this project, in addition to those already mentioned, that lend particular strength to its implementation. A very strong emphasis has been placed on program evaluation, in order to provide staff with regular feedback on both the strengths of the program and needed areas of improvement. Since secondary special education and transition programs are changing and evolving at a relatively rapid pace, it will be important to modify the teacher training program in response to changing needs in the field.

DPP Transition Project

Institution: Slippery Rock University

Slippery Rock, Pennsylvania 16057

Project Director: Mary R. Adair
Telephone Number: (412) 738-2457
Competition and Title: Special Educators: Training Personnel for the Education of the Handicapped - Correctional Special Education

Project Number: H029B90104
Amount: $80,000
Grant Period: 9/1/89 - 8/31/92

There is a well documented need for special education teachers to work in correctional facilities. Institutions are required to establish special education programs in order to comply with Public Law 94-142. Special needs students are guaranteed the right to an appropriate education. The Correctional Special Education Training Project is designed to address the national need for certified special education teachers with training in correctional education. The purpose of the project is:

1) to prepare certified special education teachers at the undergraduate, post baccalaureate and master's levels to teach handicapped adjudicated youth in correctional settings;

2) to develop coursework and train facilitators to assist in exporting the Correctional Special Education program to distant sites;

3) to evaluate three delivery models for teacher preparation in Correctional Special Education, two for exporting the Correctional Special Education program to distant sites and;

4) to continue to field-validate the Correctional Special Education competencies used in teacher training.

Slippery Rock University has a nationally recognized special education training program that has been preparing special education teachers for twenty-five years. The Correctional Special Education program, a five course extension of the existing special education certification program, is in its third year of operation with graduates including a number of correctional educators who have received special education certification and are teaching in correctional facilities. The first round of undergraduates has just completed the pogram.

Feedback from correctional educators in the program, correctional administrators and others in the field evaluate the program competencies very favorably. Working relationships with a number of nearby correctional facilities have been strengthened. There is a need to explore other delivery models to make the program available to correctional educators in other areas of the state, most of whom are employed in rural areas.

Slippery Rock University is well suited to undertake the goals of this project because of its established special education reputation, its location and wide geographic draw for students, and its close working relationship with the State Department of Corrections. Continued administrative support is documented and has been generoud over the past three years. Resources and personnel are more than adequate for the project.

Slippery Rock University is prepared to continued to address the special education needs of incarcerated youth in the same quality manner that it has addressed general special education in the past and correctional special education in the past three years. The benefits of the proposed project will impact on the futures of incarcerated youth, the quality of correctional education and the quality of university training programs.

DPP Transition Project

Institution: University of Pittsburgh
350 Thackerary Hall
Pittsburgh, Pennsylvania 15260

Project Director: Steven R. Lyon
Telephone Number: (412) 648-7203
Competition and Title: Special Educators: A Graduate Specialization Program to prepare Teachers of Young Adults with Severe Disabilities

Project Number: H029B90180
Amount: $80,000
Grant Period: 8/15/89 - 8/14/93

This proposal describes a project designed to prepare teachers of young adults with severe disabilities. National data consistently reflect serious overall shortages in the supply of available teachers for this group, and serious deficiencies in the quality of personnel that are available. Follow up studies of severely disabled youth exiting school reflect that inadequately prepared traditional special education teachers inadequately prepare severely handicapped students for adult life. However, recent research and demonstration reports have shown that school programs characterized by functional, community-based curriculum aimed at post-school preparation and transition, and carried out in integrated settings by adequately trained teachers produce more positive outcomes and enhance life in the community.

Support for these outcomes and enhance life in the community. Support for these outcomes is gaining momentum all across the nation, however the teachers responsible for producing the necessary program and curriculum innovations needed to accomplish these outcomes are not adequately trained. Similar needs exist in Pennsylvania, a large state, where large numbers of qualified teachers are needed for severlely handicapped youth, and where the momentum for sweeping statewide reform of programs and services is currently underway. This project will address these needs by preparing ten masters-level teachers a year for five years. The University of Pittsburgh, Program in Severe Disabilities and the proposed project staff have extensive successful related experience in the recruitment, training and placement of high quality teachers of severely handicapped children and youth. The project will use five local internship training sites where model programs demonstrating best practices are currently in place and operated by well-trained teachers.

Seven knowledge and performance competency clusters will be delivered sequentially through seven didactic and field-based internship courses over an intensive three term, 36-week timeframe: (1) Survey of Programs and Services, (2) Eco-Behavioral Assessment, (3) Systematic Instruction, (4) Independent Community-Living, (5) Integrated/Supported Employment, (6) Transition and Community Integration, and (7) Program Design. Students will apply knowledge and gain skills in application through 30 weeks of structured and supervised internship experience in integrated school, work and community settings where they will be required to design and produce positive learner outcomes. Project staff and students will also contribute instructional support and technical assistance to internship site programs and personnel. A systematic four-stage plan will be used to evaluate the adequacy of resources, degree of implementation, acquisition of competencies and impact of the project on local programs and handicapped students.

DPP Transition Project

Institution: Vanderbilt University
Kirkland Hall, Room 512
Nashville, Tennessee 37204

Project Director: James R. Lent
Telephone Number: (615) 322-8195
Competition and Title: Transition: Training Tennessee Teachers for Transitions

Project Number: H029G00038
Amount: $84,703
Grant Period: 9/1/90 - 8/31/93

There are very few teachers in Tennessee who have had any training in transitioning youth from school to community living. There are no institutions of higher education in Tennessee offering training in transitions. Because there is only non-categorical certification in Tennessee, few teachers have had any training in teaching severely handicapped children and youth. Peabody College of Vanderbilt University proposes to offer training to currently employed teachers of severely handicapped high school age youth in transitions and severely handicapping conditions. By offering such training to currently employed teachers, there will be an immediate impact on the handicapped population. A long-term impact will be seen because such teachers are more likely to stay in the school district where they are employed and are less likely to defect to regular education. During the course of the three year grant, 18 teachers would be trained and would receive a Master's degree from Vanderbilt University. The faculty and staff are experienced in both transitions and severely handicapped conditions.

DPP Transition Project

Institution: University of North Texas
P.O. Box 13857
Denton, Texas 76203

Project Director: Lyndal M. Bullock
Telephone Number: (817) 565-3583
Competition and Title: Transition: Transitional Programming for Adolescents with Severe Behavioral Disorders--Graduate Preparation Program

Project Number: H029G00039
Amount: $74,761
Grant Period: 8/15/90 - 8/14/93

The proposed project presented herein is designed to prepare personnel to meet the challenges of designing quality programs for adolescents with severe behavioral disorders. These personnel must:

(a) be knowledgeable about characteristics and needs of adolescents with SBD;

(b) have the expertise to facilitate appropriate educational interventions in the academic and social/emotional domains;

(c) be knowledgeable of the school and community resources necessary to provide success in school (including retention), and transition to community services/programs;

(d) understand the role of vocational adjustment counselors and rehabilitation counselors and be able to work cooperatively with them, and

(e) understand the unique contributions made by community agencies such as community mental health, to the SBD population, and to be able to access their services for adolescents with SBD.

Another purpose of the proposed project is to increase the capability of the University of North Texas to deliver a high quality personnel preparation sequence and to provide financial assistance to students who are committed to working with adolescents with SBD. Further, the project is designed to enable the University of North Texas' program in special education to develop and institutionalize a graduate preparation program designed to prepare personnel to work with adolescents as they transition through/from school to the community/workplace/adult life.

The combination of the goals incorporated in this proposed project focuses on assisting in meeting the critical personnel shortages that exist in special education.

DPP Transition Project

Institution: Utah State University
Logan, Utah 84322

Project Director: Dr. Pamela J. Hudson
Telephone Number: (801) 750-3243
Competition and Title: Special Educators: Training Personnel for the Education of the Handicapped

Project Number: H029B90193
Amount: $80,056
Grant Period: 7/1/89 - 6/30/92

One of the greatest needs for special education teachers is at the secondary level. However, there are few special education training programs that offer an emphasis in the area of secondary special education for students with mild and moderate handicaps. The primary goals of this project will be to develop and implement a preservice training program for temporarily certified teachers in secondary school special education programs and teachers already certified as resource teachers who lack the specialized training necessary to teach secondary-aged students with mild and moderate handicaps. This training will be provided to approximately 20 students per year.

The specialization in secondary special education for students with mild and moderate handicaps will consist of 33 credit hours in coursework and field-based practica. The competency areas addressed in the training program include knowledge of adolescent development, principles of effective teaching, program planning and skill acquisition for students with midl and moderate handicaps, transition programming and consultation with regular secondary educators. In addition, the quality of the training program will be enhanced through the development of training seminars to improve the practicum supervision provided by cooperating teachers in the field. The project's evaluation plan includes consumer appraisals (students, parents, employers and cooperating teachers), observation of student's teaching effectiveness, classroom management and consulting skills and follow-up of performance after graduation.

DPP Transition Project

Institution: University of Utah
Salt Lake City, Utah 84112

Project Director: Carol Weller
Telephone Number: (801) 581-3189
Competition and Title: Special Educators: Transition Masters Degree Program Improvement Project

Project Number: H029B00028
Amount: $56,421
Grant Period: 7/1/90 - 6/30/93

The Transition Masters Program Improvement Project (TMPIP) seeks funds to significantly improve the quality of its Transaction Masters degree program and the quantity of secondary special education teachers with expertise in the area of Transition in the State of Utah. Throughout the three years of project operation, 4 courses and 2 practicum field-experiences in the current Transition Masters Degree program will receive substantial content revision; 6 modules that prepare students in foundations of transition content will be developed and included in 4 courses in the Mild-Moderate Handicapped certification program; an elective course in transition will be developed and offered in the Master of Education degree core requirements; and 20-25 students will be admitted annually to the Transition Masters program. The proposed improvements are congruent with preparation needs of secondary special education teachers that have been expressed in the professional literature, by the Utah CSPD, and in two surveys, one conducted with former program completers and another with faculty, that have evaluated the Transition Masters program currently offered in the Department of Special Education. In addition to offering the program on the University of Utah campus, it will be integrated into the states rural areas via linkage with the Department of Special Education's (DSE) Field-Based Distance Learning division.
The major objectives of the Transition Masters Program Improvement Project are as follows:

I. To revise and restructure the content of the courses offered in the Transition Masters degree program.

II. To systematically integrate transition foundation information into courses in the Mild-Moderate Handicapped certification sequence, the M.Ed. degree program, and the M.S. degree program.

III. To integrate the Transition Masters degree program into the rural Field-Based Distance Learning division of the Department.

IV. To improve recruitment efforts of students into the Transition Masters degree program.

V. To disseminate project results.

DPP Transition Project

Institution: University of Vermont
405 Waterman Building
Burlington, Vermont 05405

Project Director: Susan Brody Hasazi
Telephone Number: (802) 656-2936
Competition and Title: Transition: Preparation of Personnel for Transition of Handicapped Youth to Adult and Working Life

Project Number: H029G00030
Amount: $67,672
Grant Period: 7/1/90 - 6/30/93

The goal of this project is to prepare special educators as school-based employment training specialists to plan and deliver employment and transitional services to secondary-age students with disabilities. The primary role of the school-based employment training specialist will be to insure that students be placed in integrated paid jobs or post-secondary training immediately following graduation from high school.

Employment training specialists will be employed in local high schools and regional special class programs located in vocational centers. They will provide direct vocational training in community-based employment sites; facilitate the development of transition plans which include the participation of educators, adult services providers, employers, parents and students; consult with vocational educators to adapt vocational curriculum and instructional strategies; and collaborate with adult services agencies, other community services and employers to develop jobs and locate supports necessary to insure placement in competitive supported employment or post-secondary training immediately following exit from high school.

Twenty seven (27) school-based employment training specialists will receive graduate degrees in special education by the end of the third year of the project. Potential graduate trainees will be recruited from regional special class programs, vocational education area centers, high schools and adult services agencies. Trainees will have the option to complete the program in one year and two summers (full-time) or two years and two summers (part-time). All trainees will be required to complete thirty-three (33) hours of graduate coursework which includes an intensive internship experience.

DPP Transition Projects

Institution: Virginia Poly Institute
301 Burrus Hall
Blacksburg, Virginia 24061

Project Director: Susan Asselin
Telephone Number: (703) 231-8206
Competition and Title: Preservice Preparation of Transition/ Vocational Special Needs Resource Personnel

Project Number: H029B10187
Amount: $63,797
Grant Period: 9/1/91 - 8/31/94

Vocational special needs teacher education is committed to providing qualified resource personnel with the skills necessary to facilitate the success of students with disabilities in career, vocational, and transition programs. There is an apparent lack of functional academic and vocational emphasis in secondary special education. Shortages of trained secondary and postsecondary special and vocational educators to meet the needs of students with disabilities preparing to transition from school into the adult community and world of work.

This project addresses these needs through a master's degree program in vocational special needs education. This program will prepare vocational special needs resource personnel, through course work and internship experiences, to facilitate the transition of youth with special needs from school to the adult community. Specifically this will be achieved through the following objectives:

1. Conduct recruitment activities that will attract professionals committed to the field of vocational special needs and transition, and to the completion of a graduate degee in the area of vocational special needs.

2. Implement a program of studies for vocational special needs resource personnel leading to a master's degree in vocational special needs education.

3. Conduct evaluation activities that will assist in the further development and refinement of program activities and competencies required by vocational special needs resource personnel.

These professionals will be prepared for an expanded role in vocational special needs which will include competencies in

(a) direct and indirect service to vocational teachers;

(b) referral, assistance and interpretation of vocational assessments;

(c) development and implementation of transition activities including job readiness, job placement, follow-up, and independent living skills; and

(d) coordination and collaboration with professionals and parents.

This preservice program is unique in that it offers participants the opportunity for a graduate program in an off-campus site while maintaining their current employment. Additionally, two distinct internship experiences will not only provide opportunities to implement new.y acquired competencies, but will also allow the program to further its impact beyond the scope of the participating graduate students. The first internship will help students to develop consultation and collaboration skills through a directed internship on inservice delivery, while the second will enhance transition skills through participation in an agency or business outside of the student's typical environment.